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ABSTRACT

This report investigates how inner-city schools are performing on the academic goals and standards set by the states for children, examining district-by-district achievement data in math and reading through spring 2002. It also measures achievement gaps between cities and states, African American and Whites, and Hispanics and Whites; presents new data on language proficiency, disability, and income; and discusses progress. Data come from 59 major city school systems. Results indicate that overall, the Great City Schools are making significant gains in math scores on state assessments, there are new gains in reading, and gaps may be narrowing. More urban school districts showed math and reading gains in 2002 than in 2000. However, urban school math and reading achievement remain below national averages. Three factors that shape the urban context include: the nation cannot meet the broad goals of No Child Left Behind and raise achievement nationally without examining the significant percentage of students enrolled in urban schools; students in urban schools are more likely than other students to be African American, Hispanic American, or Asian American, to come from low income families, and to come from non-English speaking homes; and urban schools often lack adequate financial resources. (SM)

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ED 474 822

BEATING THE ODDS

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

RESULTS FROM THE 2001-2002 SCHOOL YEAR

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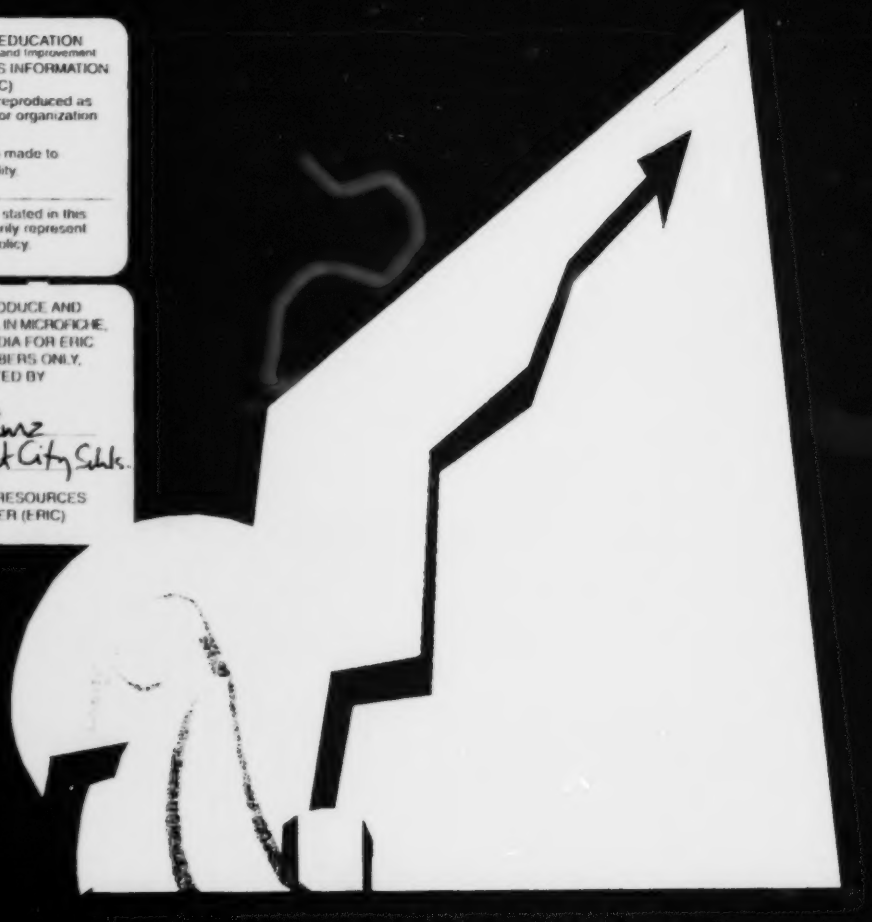

COUNCIL OF THE GREAT CITY SCHOOLS
MARCH 2003

UD 035 568

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Beating the Odds

A City-By-City Analysis of Student Performance and Achievement Gaps on State Assessments

The Council of the Great City Schools is a coalition of about 60 of the nation's largest urban school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides oversight of the 501(c)(3) organization in between Board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, teacher recruitment, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks of senior managers in each city with responsibility in such areas as federal programs, operations and finance, personnel, communications, curriculum, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

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The Council of the Great City Schools thanks our superintendents, school board members, research directors, and staff for their courage in producing this report and for their commitment to our urban schoolchildren.

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EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this third edition of *Beating the Odds (Beating the Odds III)* to give the nation another look at how inner-city schools are performing on the academic goals and standards set by the states for our children. This analysis examines student achievement in math and reading through spring 2002. It also measures achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. And it includes new data on language proficiency, disability, and income. Finally, the report looks at progress. It asks two critical questions: "Are urban schools improving academically?" and "Are urban schools closing achievement gaps?"

In general, *Beating the Odds III* found fresh evidence that the Great City Schools are making significant gains in math scores on state assessments. The study also found new gains in reading and fragile evidence that gaps may be narrowing.

The findings in *Beating the Odds III* are preliminary and leavened with caution, as they were when we first published these data two years ago. The nation does not have an assessment system that allows our questions to be answered with certainty.

Still, the data from this report indicate that answers are emerging and that urban education may be establishing a beachhead on the rocky shoals of school reform. Some data look better than others. Progress in math is different from that in reading. Trend lines are not the same from one city to another. Not all grades have improved at the same rates. Not all gaps are closing. But the data indicate progress.

This report is the nation's third look at how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for results. Data are presented on 59 city school systems in 36 states, city-by-city, year-by-year, and grade-by-grade on each state test in mathematics and reading.[1] Data are also reported by race, language, disability, and income in cases where the state reports these variables publicly.

Every effort was also made to report achievement data in a way that was consistent with *No Child Left Behind*. This was not always possible, however, because most states are just reporting their test results in this format. *Beating the Odds III* uses the percentage of students above "proficiency" wherever available, however.

The report also shows important demographic and financial data. Included are enrollment data by race, poverty rates, percentages of English language learners, and average per pupil expenditures. Statistics are also presented on student/teacher ratios and average school size. Finally, changes in these variables between 1995-96 and 2000-2001 are shown. Data are presented for each city and state.

[1] Readers should note that the first report, *Beating the Odds I*, contained data on 55 city school systems. This year's report adds data on Austin, Duval County, Greenville, Memphis, and Oklahoma City; and deletes data on Tulsa—a net increase of four cities—since our first report.

Where We Are Today: Key Findings

To assess achievement in the Great City Schools, the Council analyzed state assessment data in a variety of ways.

First, we examined assessment data at the *district* level for all of the Great City School systems from the time they were first tested by the state through Spring 2002 (the most recent available). We determined the percentage of member districts that had improved in reading and math over this period: (a) in *all* grades tested; (b) at *faster* rates than the statewide average in *all* grades tested; (c) in *half or more* of the grades tested; and (d) at *faster* rates than the statewide average in *half or more* of the grades tested. We also looked at whether the percentage of districts showing improvement increased or decreased since 2000.

Second, the Council analyzed aggregate data across *grade levels*. We were seeking to determine the percentage of grades that showed: (a) improvements in reading or math; (b) improvements at rates faster than the statewide average; and (c) declines in performance. We also wanted to know which grades were showing the most improvement.

Third, the Council looked at *racial gaps* in student scores on state assessments. We aimed to determine the percentage of grades in the Great City School districts that have reduced achievement gaps by race and to discern which grades were making the most progress in narrowing these gaps.

Finally, the Council looked at whether Great City School reading and math performance was *above or below statewide averages* for each city. We did not examine school-by-school data or "group performance within school" data—as *No Child Left Behind* will require—but plan to do so in subsequent reports as the data are available.

Eight major findings about academic achievement in urban schools emerged from this study:

Finding 1: Mathematics achievement is improving in urban schools.

The Council's analysis of district and grade-level math scores on state assessments shows that—

- About 89.8% of the Great City School *districts* have increased their math scores in more than half the grades tested.
- About 47.3% of the Great City School *districts* increased their math scores in more than half the grades tested at a faster rate than their states.
- Approximately 86.5% of all *grades* tested in the Great City Schools showed gains in math scores.

- Some 43.9% of all *grades* tested in the Great City Schools improved their math scores faster than their states.

Finding 2: Gaps in math achievement in urban schools may be narrowing.

Preliminary evidence from the Council's analysis of math scores shows some progress in reducing racially-identifiable achievement gaps.

- Some 68.8% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and African American* students. About 66.7% of 8th grades tested reduced the White-Black gap; and 72.2% of 10th grades narrowed the gap.

- About 68.8% of 4th grades tested in the Great City Schools narrowed the achievement gap in math between *White and Hispanic* students. About 79.2% of 8th grades tested reduced the White-Hispanic gap; and 66.7% of 10th grades narrowed the gap.

- Achievement gaps in math between *White and African American* students narrowed in 49.3% of the grades tested at a faster rate than the state.

- Achievement gaps in math between *White and Hispanic* students narrowed in 36.6% of the grades tested at a faster rate than the state.

Finding 3: More urban school districts showed math gains in 2002 than in 2000.[2]

The analysis also looked to see if math performance in urban school districts had improved since *Beating the Odds I* was published. The results (using identical districts) indicated that—

- The percentage of urban school *districts* showing math gains in all grades tested increased from 47% in 2000 to 63.5% in 2002.

- The percentage of urban school *districts* showing math gains that were faster than their states in all grades tested increased from 4% in 2000 to 16.7% in 2002.

Finding 4: Urban school math achievement remains below national averages.

Despite significant gains in math performance, urban schools as a group still score below national averages. How much lower depends on the city, the state, and the test. Seven major city school systems (12.5%) in 2002 had average math scores in *half or more* of the grades tested that were the same as or higher than their respective states. These systems were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), Portland, and San Francisco.

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[2] Data based on 52 districts assessed in 2000 and in 2002.

Six of these cities (Albuquerque, Anchorage, Broward County, Hillsborough, Portland, and San Francisco) had the same or higher scores than their states in *all* grades tested. All other cities scored lower than their states by varying degrees.

Finding 5: Reading achievement in urban schools is beginning to improve.

The Council's analysis of state assessment data noted the following key trends in urban school reading performance:

- About 83.1% of the Great City School *districts* increased their reading scores in more than half the grades tested.
- About 50.9% of the Great City School *districts* increased their reading scores in more than half the grades tested at a faster rate than the state.
- Approximately 71.5% of all *grades* tested in the Great City Schools showed gains in reading scores.
- Some 46.7% of all *grades* tested in the Great City Schools improved their reading scores faster than their states.

Finding 6: Gaps in reading achievement in urban schools may be narrowing.

The gains in overall reading achievement among the cities appear to be occurring as progress is being shown in reducing racially-identifiable achievement gaps.

- Some 81.0% of 4th grades tested in the Great City Schools narrowed the achievement gap in reading between *White and African American* students. About 66.7% of 8th grades narrowed the White-Black gap; and approximately 55.6% of 10th grades narrowed the gap.
- About 47.6% of 4th grades tested in the Great City Schools narrowed the achievement gap in reading between *White and Hispanic* students. About 66.7% of 8th grades tested reduced the White-Hispanic gap; and 50.0% of 10th grades narrowed the gap.
- Achievement gaps in reading between *White and African American* students narrowed in 48.6% of the grades tested at a faster rate than the state.
- Achievement gaps in reading between *White and Hispanic* students narrowed in 34.7% of the grades tested at a faster rate than the state.

Finding 7: More urban school districts showed reading gains in 2002 than in 2000.[3]

The analysis also looked to see if reading performance in urban school districts had improved since *Beating the Odds I* was published. The results (using identical districts) indicated that—

- The percentage of urban school *districts* showing reading gains in all grades tested remained at about 35% in 2000 and 2002.
- The percentage of urban school *districts* showing reading gains that were faster than their states in all grades tested increased from 6% in 2000 to 10% in 2002.
- The percentage of urban school *districts* showing reading gains that were faster than their states in half or more grades tested increased from 34% in 2000 to 50% in 2002.

Finding 8: Urban school achievement in reading remains below national averages.

Despite the new gains on state assessments, urban reading scores remain below state and national averages. Average reading scores in the cities also appear to be somewhat lower than average math scores.

Only seven major city school systems (12.5%) in 2002 had average reading scores in *half or more* of the grades tested that were the same as or higher than their respective states. They were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), San Diego, and San Francisco.

Six of these cities (Albuquerque, Anchorage, Greenville, Hillsborough County, San Diego, and San Francisco) had the same or higher scores than statewide averages in *all* grades tested. All other cities scored below their states by varying degrees.

Who We Are Today: Key Factors That Shape the Urban Context

Big-city systems are different from other schools. They serve a demographically different student body and they operate in political and financial environments that are more complex, contentious, and competitive than those of smaller systems.

These contextual differences are significant and should be considered in any study of urban school achievement. The Council's analysis identified three broad factors that warrant attention as the nation strives to meet the goals established in *No Child Left Behind.*

Factor 1: The nation cannot meet the broad goals of *No Child Left Behind* and raise achievement nationally without paying attention to the significant percentage of students enrolled in urban schools.

[3] Data based on 54 identical districts assessed in 2000 and in 2002.

In school year 2000-2001, the Great City Schools enrolled 14.7% of the nation's public school students. (This percentage represents a slight increase from 14.6% in 1995-96.) More significantly, the Great City Schools enroll about 30% of the nation's African American, Hispanic, limited English proficient, and poor students.

Factor 2: Students in urban schools are more likely than other students to be African American, Hispanic, or Asian American; to come from low-income families; and to come from non-English speaking homes.

The Council's analysis showed the following demographic characteristics of urban students: These factors have changed only slightly in recent years.

- About 76.8% of students in the Great City Schools in 2000-2001 were African American, Hispanic, Asian American or other students of color, compared with about 37.9% nationwide.
- Approximately 62.3% of students in the Great City Schools are eligible for a federal free lunch subsidy, compared with about 37.5% nationwide.
- About 18.1% of students in the Great City Schools are English language learners, compared with approximately 8.8% nationwide.
- Some 90.6% of the Great City School systems have poverty rates above their statewide averages, and 78.3% have higher percentages of English language learners than their states.

Factor 3: Urban schools often lack adequate financial resources.

Beating the Odds III also examined financial investments in the nation's urban public schools. Our analysis of data from the National Center for Education Statistics found the following—

- The current per pupil expenditure in the Great City Schools was $6,835 in the 1999 fiscal year (most recent federal data available)—up 12.9% from $6,055 in 1995-96 (unadjusted for inflation). The national average grew from $5,689 to $6,508—or 14.3%—over the same period.
- The current per pupil expenditures of 35 (60.3%) Great City School districts were above their respective state averages and 23 (39.7%) districts—enrolling over three million students—were below.
- The share of all elementary and secondary school spending that states devoted to the nation's major city school systems increased slightly from 15.5% in 1995-96 to 15.9% in the 1999 fiscal year.

SUMMARY OF FINDINGS
SPRING 2002 RESULTS

	Math	Reading
% Cities w/ All Grades Improved	62.7%	35.6%
% Cities w/ All Grades Improved Faster than State	14.5%	9.1%
% Cities w/ At Least 50% Grades Improved	89.8%	83.1%
% Cities w/ At Least 50% Grades Improved Faster than State	47.3%	50.9%
% Cities w/ At Least 50% Grades Above State	12.5%	12.5%
% Grades Tested Improved	86.5%	71.5%
% Grades Tested Improved Faster than State	43.9%	46.7%
% Grades Tested Declined	11.7%	22.6%
% 4th Grades Improved	89.7%	84.4%
% 8th Grades Improved	83.0%	55.1%
% 4th Grades Closing Gap between Whites and African Americans	68.8%	81.0%
% 4th Grades Closing Gap between Whites and Hispanics	68.8%	47.6%
% 8th Grades Closing Gap between Whites and African Americans	66.7%	66.7%
% 8th Grades Closing Gap between Whites and Hispanics	79.2%	66.7%
% 10th Grades Closing Gap between Whites and African Americans	72.2%	55.6%
% 10th Grades Closing Gap between Whites and Hispanics	66.7%	50.0%
	CGCS	**USA**
% Enrollment Free & Reduced Lunch Eligible	62.3%	37.5%
% Enrollment English Language Learners	18.1%	8.8%
% Enrollment Students of Color	76.8%	37.9%
Current Expenditures per Pupil	$6,835	$6,508

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Summary of Findings Compared to Baseline Year

Spring 2000 and Spring 2002 Results

Math	2000	2002
% Cities w/ All Grades Improved	47%	64%
% Cities w/ All Grades Improved Faster than State	4%	17%
% Cities w/ At Least 50% Grades Improved	92%	90%
% Cities w/ At Least 50% Grades Improved Faster than State	47%	48%
% Cities w/ At Least 50% Grades Above State	16%	12%
% Grades Tested Improved	86%	87%
% Grades Tested Improved Faster than State	44%	44%
% Grades Tested Declined	11%	11%
% 4th Grades Closing Gap between Whites and African Americans	55%	67%
% 4th Grades Closing Gap between Whites and Hispanics	59%	67%
Reading	**2000**	**2002**
% Cities w/ All Grades Improved	35%	35%
% Cities w/ All Grades Improved Faster than State	6%	10%
% Cities w/ At Least 50% Grades Improved	80%	83%
% Cities w/ At Least 50% Grades Improved Faster than State	34%	50%
% Cities w/ At Least 50% Grades Above State	10%	12%
% Grades Tested Improved	74%	72%
% Grades Tested Improved Faster than State	41%	47%
% Grades Tested Declined	21%	22%
% 4th Grades Closing Gap between Whites and African Americans	68%	79%
% 4th Grades Closing Gap between Whites and Hispanics	59%	42%

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INTRODUCTION

The movement to reform education in the U.S. is fundamentally about improving America's urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, social promotion, and accountability are discussions—at their core—about public education in the cities.

It is a discussion worth having, for nowhere does the national resolve to strengthen its educational system face a tougher test than in our inner cities. There, every problem is more pronounced; every solution harder to implement.

As recently as six years ago, progress in urban education appeared to be at a standstill. Critics noted that performance was stagnant and urban systems seemed paralyzed by structural problems in governance, labor relations, bureaucracy, resources, management, operations, and politics.

Urban school leadership appeared to have tried everything and come up short: thousands of education programs, hundreds of curricular changes, countless social interventions, numerous parental involvement strategies, all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What happened, of course, was the standards movement. The public reminded educators—particularly those in cities—why they were in business in the first place and what they were being held responsible for delivering.

Not only did the priorities of big city schools change, but the outlook for meeting our challenges brightened as well. And the first fragile signs that a turn-around in urban education began to emerge.

Urban schools know that it is not enough to assure people that we are working harder to meet high standards or to say that the public's money is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off and that the public's money is being well spent.

This report provides a third look at the performance of the Great City Schools on tests used by the states to measure student achievement. The report seeks to answer the questions, "Are urban schools improving?" and "Are achievement gaps closing?" With this report, the Council intends to provide a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

The report is divided into three sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council's analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement, changes in urban school demographic conditions, and changes in how well urban schools are funded.

- The second section contains profiles on each of the 59 member school districts of the Council of the Great City Schools. Each profile includes demographic data for the district and the state, trends in expenditures, and limited staffing data. Also included are data on trends in reading and math achievement on the state assessments, by grade, race, poverty level, disability, and language proficiency -- where available.

- The third section, the Appendix, identifies the sources of the data and the formulas used for computations.

The point of measuring student performance and reporting it to the public is, of course, to channel help to the students, schools, and communities that need it most—and to honestly confront shortcomings and pursue needed improvements. This report will show the shortcomings. It also lays out the challenges, for *Beating the Odds III* is not only a report card on urban education; it is a report card on the nation and its commitment to leave no child behind.

METHODOLOGY

Methods for Collecting and Analyzing Assessment Data

This report presents district-by-district achievement data on 59 major city school systems in reading and math.[4] It updates performance data published in previous editions of *Beating the Odds* through spring 2002. It also presents results by year, by grade, by race and other variables.

These state assessment results were collected by Council staff from a number of sources: state websites, reports, and databases. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and changes in test forms or procedures. The decision was ultimately made to include data only for reading (or language arts) and math in this report, because all states reported results in these critical subject areas.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test. Illinois, for example, changed tests in 1999, so results before then were eliminated. The instrument in place for spring 2002 testing was the one used in this study to report trend lines. Every effort was made by staff to track changes states made to their previously posted data.

Data were also collected by race where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for African American, Hispanic and White students are included in this report. Results for Asian American students were not included because of inconsistent reporting by states.

Data were also collected on other subgroups when available. Included were results on Economically Disadvantaged (usually defined as free & reduced price lunch or Title I) students, English Language Learners (usually defined as limited English proficient or bilingual) and students with disabilities (usually defined as Special Education).

The reader should note that data are not presented in precisely the way that the new federal *No Child Left Behind* legislation requires. The law has not been fully implemented yet and states have not completely altered how they post their results. We have, however, made every effort to report the data in "performance levels" where available and to show the percentage of students who score at "proficient" or higher levels as specified in the law. Our future reports will reflect the federal Act as states implement it.[5]

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[4] Readers should note the first report, *Beating the Odds I*, contained data on 55 city school systems. This year's report adds data on Austin, Duval County, Greenville, Memphis, and Oklahoma City; and deletes data on Tulsa—a net increase of four cities.

[5] The Council also considered including data on individual schools using a new federal database developed by the American Institutes for Research that merges state test results by school with the Common Core of Data. This database was used by the Education Trust in *Dispelling the Myth*. The Council may use this bank in subsequent analyses but did not do so for this report because of unexplainable anomalies in the one-year data.

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Each district's progress, regardless of how each state reported it, was converted into an annualized change score in order to help neutralize the effects of differing testing periods. Achievement data reported in percentiles, however, were converted into "normal curve equivalents" (NCE's) before an annualized rate was calculated. The annualized change rates were juxtaposed against the state's progress over the same period so the reader could compare the district's rate of progress with that of the state. The same comparisons were made by race, except that the sheer volume of disaggregated data precluded reporting on every grade. This study therefore focused on achievement gap data in reading and math for grades 3, 4, or 5; 6, 7 or 8; and 9, 10 or 11, whichever was most frequently tested in each band.

In addition to the data presented for individual districts, aggregate test results are reported for cities and grade levels. We did this by counting the number and percentage of cities and grades that moved up or down over the period the state has administered its current test.[6] The analysis shows the percentage of cities that have improved in reading and math in *all* grades tested or in at least *half* of the grades tested. These results were then examined to see whether a city improved by either criteria at a faster or slower rate than their respective states.

The Council was also interested in determining whether the percentage of cities showing improvements in reading and math had increased or decreased since *Beating the Odds I*. We conducted this analysis by matching identical cities (54 for reading and 52 for math) from our first report and this most recent one and examined changes in the percentages of the cities that had moved up or down.

Cities are not ranked in this report on their performance, nor are test results in one state or city compared with any other. The nation's 50-state assessment system does not allow such comparisons.[7] Comparisons *within* a given state can be done but they should be made cautiously.

Finally, the individual profiles for some districts include local assessment data, in addition to the statewide assessments. This was done to supplement the short-term trend data for some states that have only recently implemented their assessments. In these cases, the local test data are included only in the individual profiles; they are not included in the summary tables and graphs, which include only state assessment results.

Limitations of the Data

The assessment data presented in *Beating the Odds III* have a number of serious flaws. We were not able to correct these problems since our first report was published, because states had not yet changed how they report results. The reader should be aware of the following limitations in the data—

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[6] This method was also used in the *Brown Center (Brookings Institution) Report on American Education: How Well Are American Students Learning?*

[7] The Council has proposed solving this problem by initiating a sub-state urban NAEP trial. The trial was approved by the National Assessment Governing Board and conducted in five major cities in February 2002. The results of the first trial urban NAEP are scheduled to be released June 2003.

1. It is not possible to compare assessment data across states. Each state has developed its own test, test administration guidelines, timelines, grades to be tested, and other technical features. It is not technically sound to compare districts across state lines.

2. Trend lines vary in duration from state to state. Some districts have trend data spanning six to eight years, while others may have data for just three years. This is because states have been administering their tests and reporting their results for different periods.

3. No tests of statistical significance were conducted on test score growth rates, nor are standard errors of measurement included in this report. Most states do not yet publish the statistics necessary to make these calculations accurately.

4. The number of students tested was not reported, nor was the number of students enrolled in each grade. Some states identified the number of students tested, but most did not indicate the number enrolled in each grade during the testing period. Including the number of students tested would have had little, if any, meaning without also including the numbers enrolled in the same grades at the time the test was given.

5. Each state reports its results in differing metrics or statistical units. The metrics can affect how good or bad the scores look and can influence the direction of trends. For the most part, the Council used "performance levels," NCE's, or scale scores. We recognize that scores on any given district might vary if another metric was selected. In general, we selected "performance levels" where we had a choice of metrics. Otherwise, we selected the states' most prominently reported metric.

6. Tests vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of a state assessment. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores.

7. States use similar terminology for the various performance levels (i.e., advanced, proficient, basic, and below basic), but these terms do not always mean the same things from state to state. A level of student performance that is considered "proficient" in one state may be "basic" or below in another. In addition, the scale from the highest possible score to the lowest will differ from test to test and will effect how close city averages look compared to their states. Moreover, the distance between any two points on a scale may not be the same.

8. The data in this report are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings.

9. The analysis uses identical districts when comparing 2000 and 2002 results. Still, the reader should use caution in interpreting the results because districts tested a larger number of grades in 2002 than in 2000.

10. State and national averages throughout the report include city data to which the states and the nation are being compared.

Demographic, Staffing, and Financial Data

To place the academic gains in context, the Council collected additional data on district demographics, staffing, and financing. This information came from various databases of the National Center for Education Statistics, including the *Digest of Education Statistics*, the *Common Core of Data, Characteristics of 100 Largest Public Elementary & Secondary School Districts,* and other sources. The Appendix of this report has a complete listing of data sources for all contextual data. Trends for each variable are shown for school years 1995-96 and 2000-01 (the most recent year for which federal data were available)—except for spending data, which cover 1995-96 and 1999-00 (the most recent available). Thus, the period for this contextual data is slightly different from the years for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were mailed to the superintendent, school board representative to the organization, and research director of each member district. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. Few districts adjusted any of the statewide achievement reports, but some provided clarifying information about changes in state practices and reporting. All changes to performance data were verified against state websites and other reports. A number of corrections, however, were made to NCES demographic and staffing data. The Council made those corrections but noted them with an asterisk, so readers would know which data came from the NCES and which were adjusted by the individual school systems. Finally, the Council decided to retain all NCES finance data as the agency reports it in order to maintain the highest level of integrity and comparability—although this meant using older numbers than we would have liked.

1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

Improving Math Achievement: A National Priority

During the past 20 years, the nation has placed a high priority on boosting the performance of U.S. students in mathematics and science. These efforts actually date to the Sputnik era of the late 1950s, but they intensified in the mid-1980s when America's preeminence was threatened by the thriving economies of Japan and Western Europe. Corporate leaders, governors, and others published a flood of reports at the time citing educational deficiencies as the source of our economic problems and calling for national action.

Congress responded by passing the Eisenhower math and science education program in 1984. In 1989, the White House convened a National Education Summit in Charlottesville, Virginia, where President George H.W. Bush and the Governors reached consensus on the need to develop national education goals. One of the goals emerging from this process involved making the United States first in the world in mathematics and science achievement by the year 2000. This goal was not reached but efforts to attain it paid dividends as math achievement has increased nationally over the last few years.

Beating the Odds III examines state assessment results to determine whether urban public school systems were also making progress in mathematics.

Trends in Math Achievement at the District Level

The Council looked at mathematics achievement trends in several ways: at the *district* level, *grade* level, and by major *racial* group.[8] *District*-level math scores were analyzed to determine the percentage of districts that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide average in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

[8] Trend data include the period from when each state first administered its currently-administered test to spring 2002.

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Figure 1. Percentage of Cities with Gains in Math

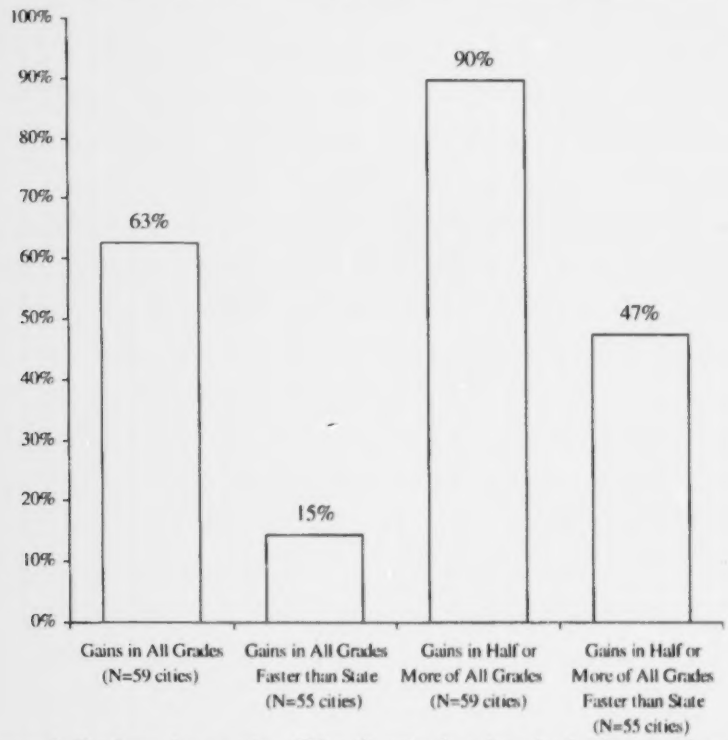


Figure 1 displays the results of the *district-level* analysis. Several key trends emerged:

- About 62.7% of the Great City School *districts* increased their math scores in *all* grades tested.[9]
- About 14.5% of the Great City School *districts* increased their math scores at *faster* rates than their states in *all* grades tested.[10]
- Some 89.8% of the Great City School *districts* increased their math scores in *half or more* of their grades tested.[11]
- About 47.3% of the Great City School *districts* increased their math scores at *faster* rates than their states in *half or more* of the grades tested.[12]

Cities whose math scores improved faster than their respective states in *all* grades tested included Baltimore, Charlotte-Mecklenberg, Dallas, Fort Worth, Houston, Newark, Norfolk and Richmond.

Cities whose math scores improved faster than the state in *half or more* of the grades tested included Anchorage, Austin, Baltimore, Boston, Broward County (Ft. Lauderdale), Charlotte-Mecklenburg, Cleveland, Columbus, Dallas, Duval County, Fort Worth, Houston, Indianapolis, Long Beach, Nashville, Newark, New Orleans, New York City, Norfolk, Philadelphia, Pittsburgh, Portland, Richmond, Rochester, Sacramento, and St. Louis.

[9] Percentage based on 37 of 59 cities. (See appendix for list of cities.)
[10] Percentage based on 8 of 55 cities. Results do not include Albuquerque Des Moines, the District of Columbia, or Omaha on which there were no state trend data. (See appendix for list of cities.)
[11] Percentage based on 53 of 59 cities. (See appendix for list of cities.)
[12] Percentage based on 26 of 55 cities. Results do not include Albuquerque, Des Moines, the District of Columbia, or Omaha on which there were no state trend data. (See appendix for list of cities.)

Trends in Math Achievement by Grade Level

Trends Across Grades

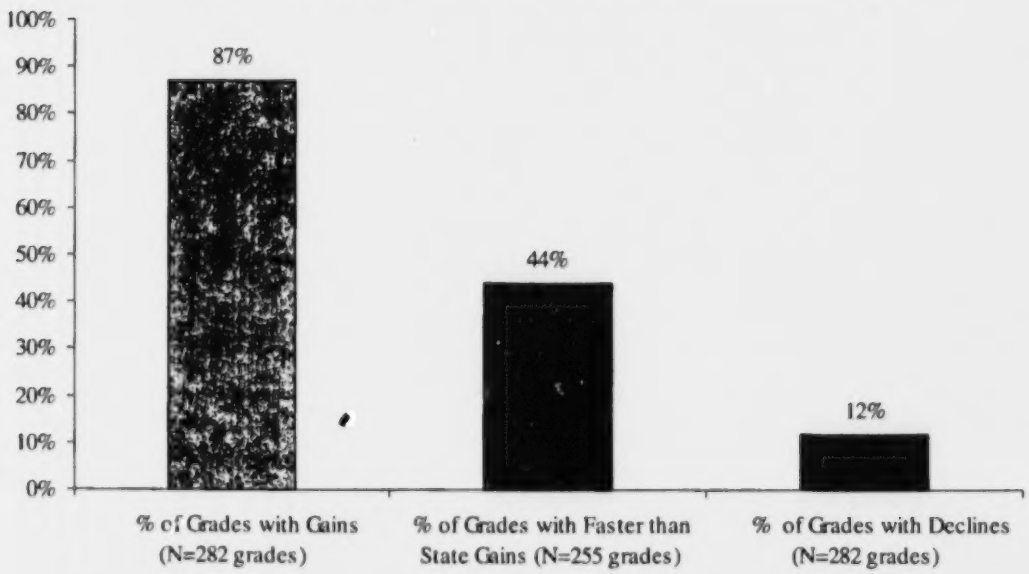
The Council also examined data by *grade level*. All grades across the 59 districts were combined to determine the percentage that:

- improved in math;
- improved in math at *faster* rates than the state; and
- decreased in math.

Figure 2 displays the results of the *grade-level* analyses in math. The following key trends emerged:

- Approximately 86.5% of *all grades* tested showed gains in math scores.[13]
- About 43.9% of *all grades* tested in math improved at faster rates than their states.[14]
- Some 11.7% of *all grades* tested in math declined.[15]

Figure 2. Percentage of Grades with Gains (or Declines) in Math



[13] Percentage based on 244 of 282 grades in 59 cities. (See appendix for list of cities.)
[14] Percentage based on 112 of 255 grades in 55 cities. (See appendix for list of cities.)
[15] Percentage based on 33 of 282 grades in 59 cities. (See appendix for list of cities.)

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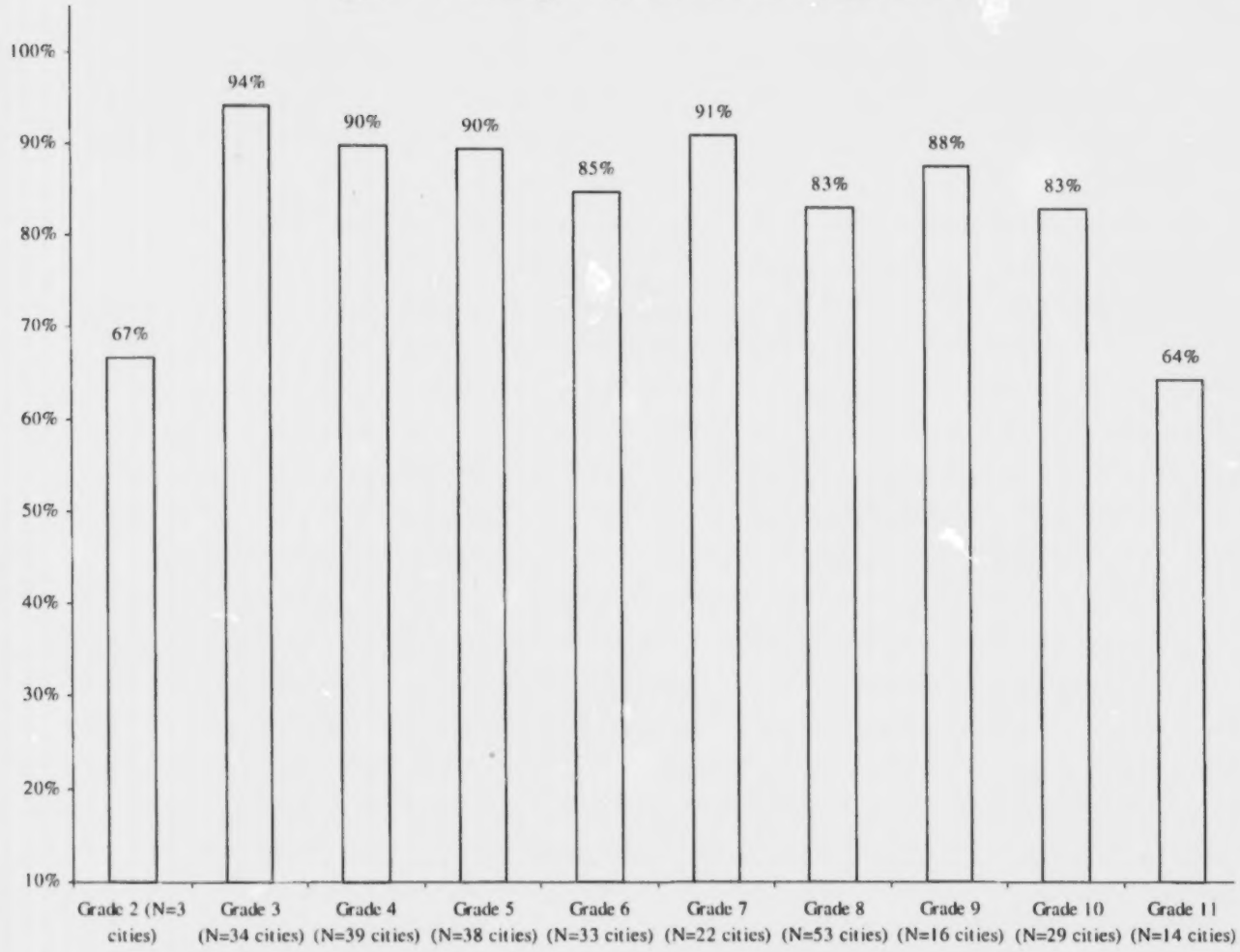
Trends in Specific Grades

The Council also examined *each grade* in the 59 districts to determine which grades were most likely to show improved math scores. Figure 3 shows the results, including these key trends:[16]

- Approximately 89.7% of all *4th grades* tested showed gains on their state math tests.
- About 83.0% of all *8th grades* tested showed gains on their state math tests.
- Some 82.8% of all *10th grades* tested showed gains on their state math tests.

Figure 3. Percentage of Each Grade with Gains in Math



[16] Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades. (See appendix for list of cities.)

Changes in Racial Gaps in Math Achievement

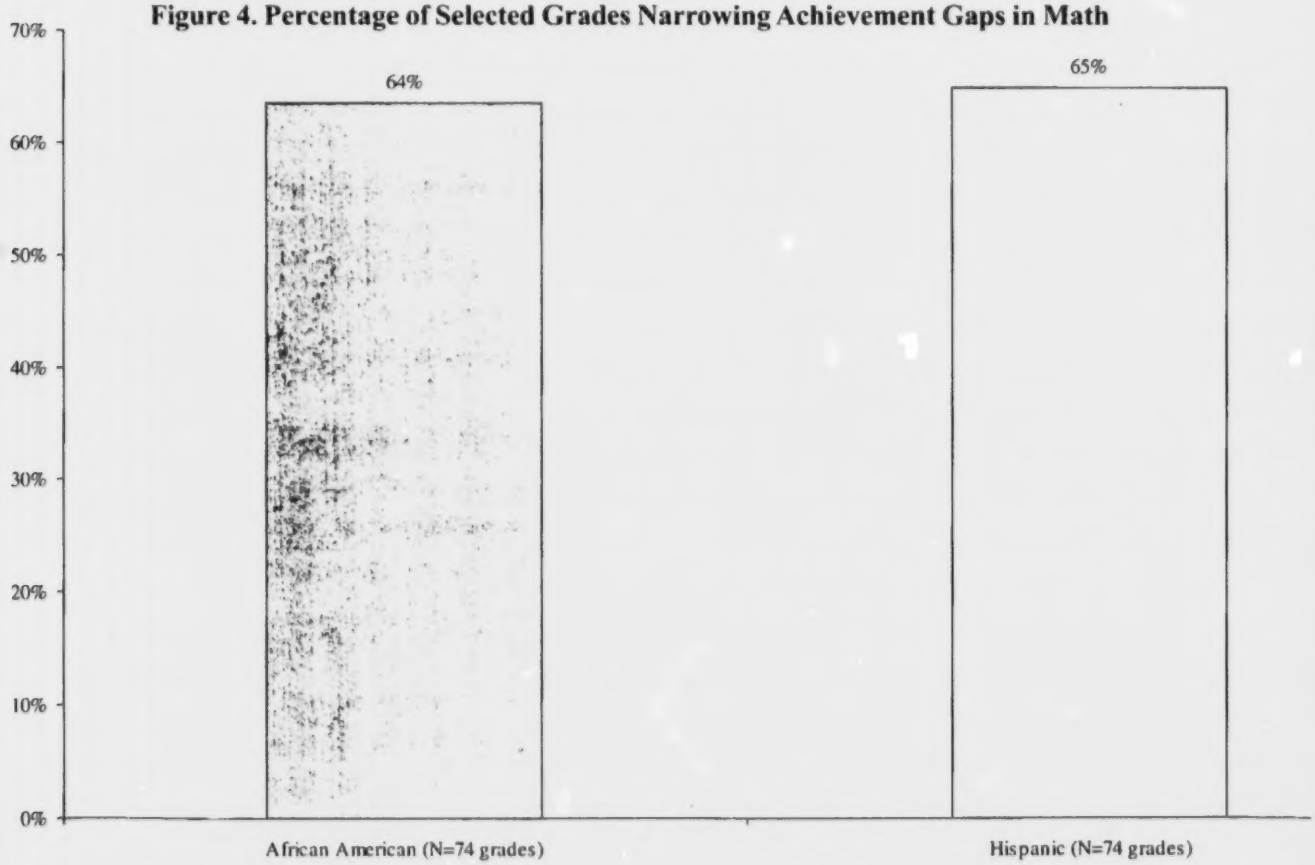
The Council also examined state assessments to determine whether racially-identifiable gaps in math achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle and secondary grades in 25 Great City districts (the number for which state trend data by race were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Reducing Overall Racial Gaps

The Council looked first at the percentage of aggregated grades across the cities that had narrowed the gaps in math achievement between: (a) White and African American students; and (b) White and Hispanic students. Figure 4 shows the results, including these key trends:[17]

- Math achievement gaps between *White and African American* students were reduced in 63.5% of the grades for which state test data were disaggregated and reported.[18]
- Math achievement gaps between *White and Hispanic* students were reduced in 64.9% of the grades for which state test data were disaggregated and reported.[19]

Figure 4. Percentage of Selected Grades Narrowing Achievement Gaps in Math



[17] Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.
[18] Percentage based on 47 of 74 grades in 25 cities. (See appendix for list of cities.)
[19] Percentage based on 48 of 74 grades in 25 cities. (See appendix for list of cities.)

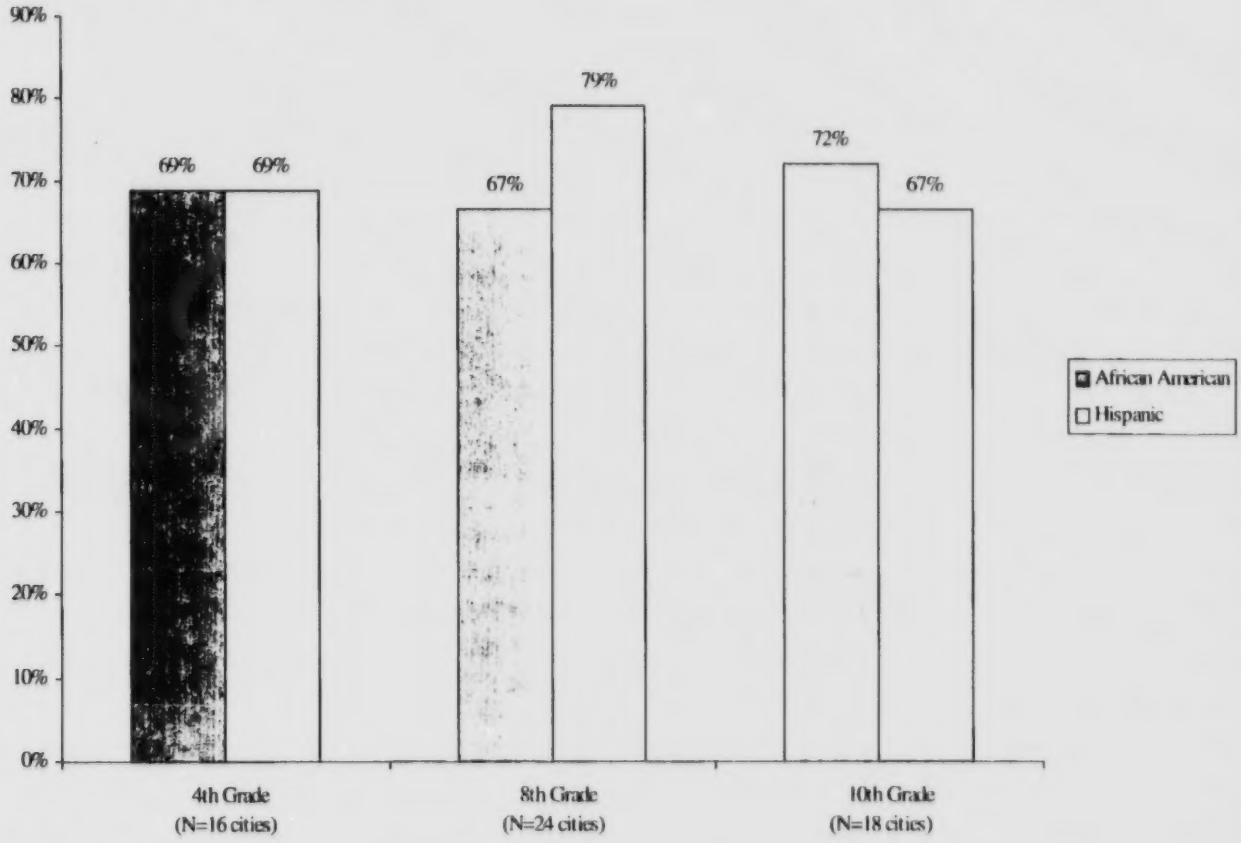
Closing Racial Gaps in Specific Grades

The data were further disaggregated by race *and* grade in order to see where gaps were narrowing the most. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of districts for each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race in each grade.

Figure 5 shows the results of this analysis, including these key trends:

- About 68.8% of 4th grades narrowed the achievement gap in math between *White and African American* students. Some 66.7% of 8th grades narrowed the White-Black gap and about 72.2% of 10th grades narrowed the gap.

Figure 5. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race



- About 68.8% of 4th grades narrowed the achievement gap in math between *White and Hispanic* students. Some 79.2% of 8th grades narrowed the White-Hispanic gap and about 66.7% of 10th grades narrowed the gap.

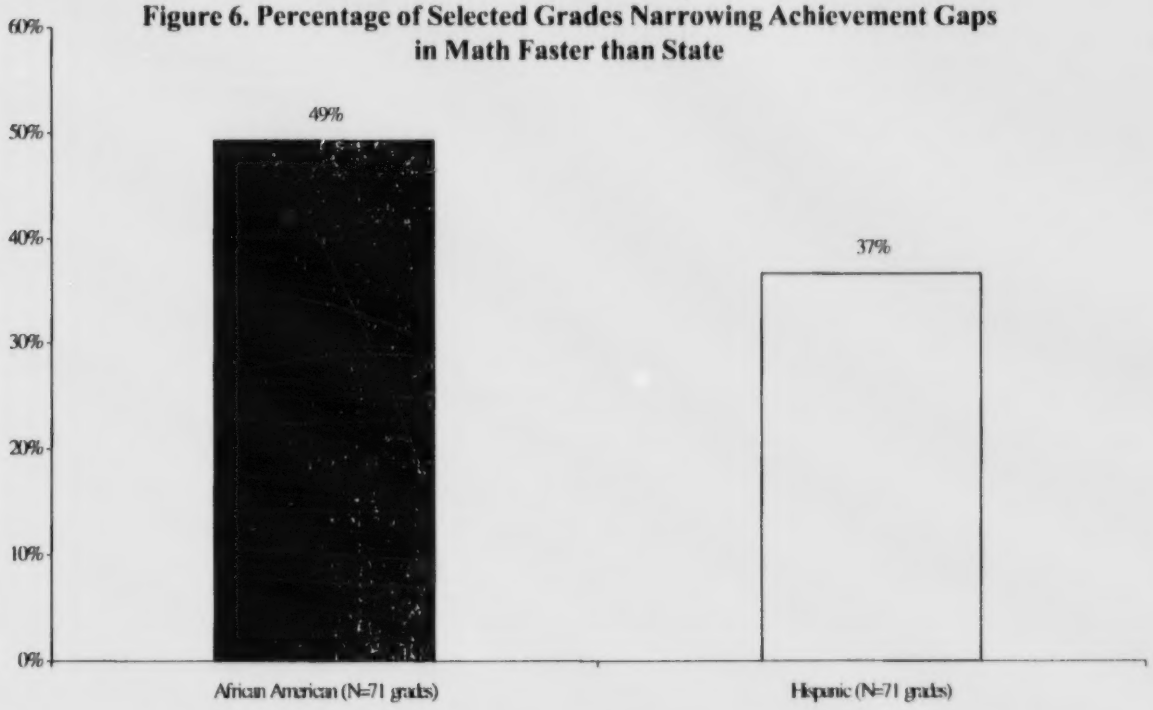
Narrowing Gaps at Faster than State Rates

The Council also examined the proportion of selected grades tested at the elementary, middle, and secondary levels to see if racial gaps in math were closing at rates faster or slower than their respective states. Figure 6 presents the results, including the following key findings:[20]

- Math achievement gaps between *White and African American* students narrowed in 49.3% of grades tested faster than statewide averages.[21]

- Math achievement gaps between *White and Hispanic* students narrowed in 36.6% of grades tested faster than statewide averages.[22]

Figure 6. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State



[20] Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.
[21] Percentage based on 35 of 71 grades in 25 cities. (See appendix for list of cities.)
[22] Percentage based on 26 of 71 grades in 25 cities. (See appendix for list of cities.)

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Changes in Other Gaps in Math Achievement

Beating the Odds III for the first time includes limited performance data on students who were economically disadvantaged, limited English proficient, or disabled. The results of this section should be examined with extra caution because of the small number of states that reported these data on their cities in spring 2002.

Reducing Other Gaps

The Council analyzed the available data on each of these groups to see if achievement gaps between economically disadvantaged and non-economically disadvantaged, for instance, had narrowed. Figure 7 presents the results, including these key trends:[23]

- Math achievement gaps between economically disadvantaged students and non-economically disadvantaged students narrowed in 39% of grades reported.
- Math achievement gaps between English language learners and non-English language learners narrowed in 26% of the grades reported.
- Math achievement between students with special needs and non-special needs students narrowed in 29% of the grades reported.

Narrowing Gaps at Faster than State Rates

We also looked to see if this narrowing of achievement gaps was faster or slower than that of a city's respective state. The results are included in Figure 7, along with these key trends:[24]

- Math achievement gaps between economically disadvantaged students and non-economically disadvantaged students narrowed in 39% of the grades reported at a faster rate than their state averages.
- Math achievement gaps between English language learners and non-English language learners narrowed in 23% of the grades reported at a faster rate than their state averages.
- Math achievement between students with special needs and non-special needs students narrowed in 20% of the grades reported at a faster rate than their state averages.

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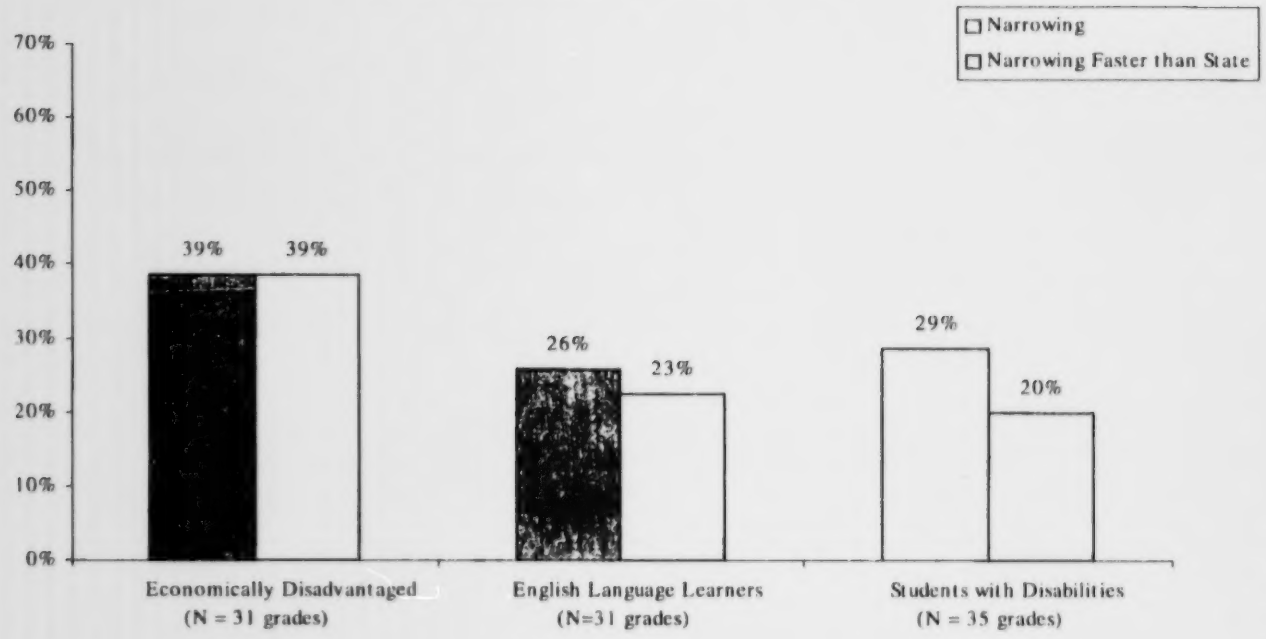
[23] Percentage based on 12 of 31 grades in 11 cities for economically disadvantaged; 8 of 31 grades in 11 cities for English language learners and 10 of 35 grades in 12 cities for students with disabilities.

[24] Percentage based on 12 of 31 grades in 11 cities for economically disadvantaged; 7 of 31 grades in 11 cities for English language learners and 7 of 35 grades in 12 cities for students with disabilities.

Figure 7. Percentage of Selected Grades by Subgroup Narrowing Achievement Gaps in Math



Comparing Math Achievement in 2002 with 2000[25]

Finally, the Council looked at math performance in 2002 and compared it with achievement in 2000 to determine whether results had improved since *Beating the Odds* was first published. This comparison was done by matching 52 identical districts on which data were available for both years.[26] (Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing "n" counts.) The results included the following:

- The percentage of urban school *districts* showing math gains in <u>all</u> grades tested increased from 47% in 2000 to 64% in 2002.
- The percentage of urban school *districts* showing math gains faster than their respective states in <u>all</u> grades tested increased from 4% in 2000 to 17% in 2002.
- The percentage of urban school *districts* showing math gains in half or more of the grades tested decreased slightly from 92% in 2000 to 90% in 2002.
- The percentage of urban school *districts* showing math gains faster than their respective states in half or more of the grades tested increased slightly from about 47% in 2000 to 48% in 2002.
- The percentage of urban school *districts* with half or more of the grades tested in math that scored higher than their respective states decreased from 16% in 2000 to 12% in 2002.

[25] The reader should note that the percentages presented in this section differ slightly from those presented in other sections because of the differing "n's" used to match identical districts.

[26] The reader should also note that the matched districts tested in more grades in 2002 than they did in 2000.

Summary and Discussion of Math Achievement Trends

The Council's analysis indicates that math achievement is improving in the nation's urban schools. About 89.8% of all Great City School *districts* showed gains in math scores in *at least half* of the grades tested since the state began using its current assessment. More than half (62.7%) of the cities improved their math scores in *all* grades tested, and almost half (47.3%) improved at a rate *faster* than their respective states. In addition, the data indicate that 86.5% of all *grade levels* improved in math, and 43.9% of all grades tested improved *faster* than the state.

In addition, seven major cities (12.5% of the Great City School districts) had the same or higher math scores in half or more of the grades tested as their respective states. These districts included Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), Portland, and San Francisco. Six of these cities (Albuquerque, Anchorage, Broward County, Hillsborough County, Portland, and San Francisco) had the same or higher scores than the statewide average in *all* grades tested.

The results of *Beating the Odds III* also suggest that racially identifiable achievement gaps in math are narrowing somewhat. The data continue to be inconclusive, however, because so few states have yet to disaggregate their scores by race. Still, the available results by race are promising. The data on the gaps within other groups, however, is still too new to draw even preliminary conclusions other than to say that the gaps are wide.

Finally, the analysis looked at the pattern of math scores in 2002 compared with those in 2000. The results show substantial gains in the percentage of cities whose math scores improved in all grades and whose gains outstripped their respective states. It is difficult to determine the rate of progress with the kind of analysis used in this report, but it is clear that improvements were broader in 2002 than in 2000.

Improving Reading Achievement: A New Priority

Until recently, the reading skills of the nation's students have not received as much attention as math. The Sputnik-era did not trigger a national debate about reading performance like it did for math or science. And the Charlottesville Summit did not focus on reading in the same way as it did other goals. A national priority on adult literacy was set following the Charlottesville event, but there was no priority given to making the United States first in the world in reading achievement. The result has been sluggish reading gains over the last several years.

Still, a considerable amount of important research has been conducted over the last ten years that has important implications for schools in how they teach reading. New studies on childhood brain development enhanced our understanding of how youngsters learn and which teaching strategies were most promising. And the research emerging from the National Institute for Child Development, the National Reading Panel, and others clarified the necessary steps in the reading process. Out of this work came President George W. Bush's *Reading First* initiative and a new national priority to raise reading performance for all children.

Beating the Odds III looked at state test data to determine whether reading progress was evident in city schools.

Trends in Reading Achievement at the District Level

The Council examined state reading scores at the district level, by grade, and by major racial group in the same way it did with math. *District*-level reading data were analyzed using the same four approaches, i.e., the percentage of districts that:

- improved in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide averages in *all* grades tested;
- improved in *half or more* of the grades tested; and
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

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Figure 8. Percentage of Cities with Gains in Reading

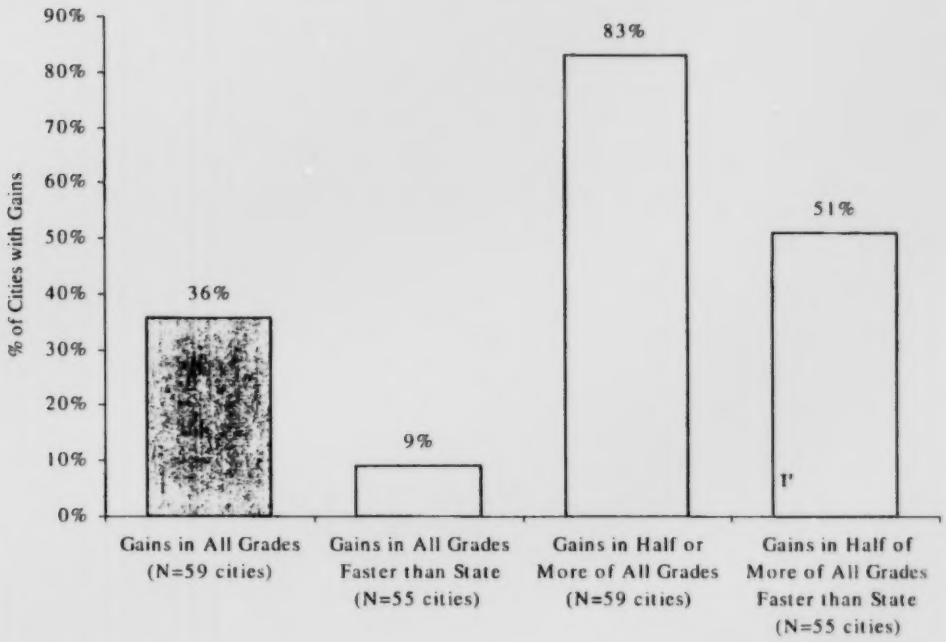

Figure 8 shows the results of the *district-level* analysis. The key findings are as follows:

- About 35.6% of the Great City School *districts* increased their reading scores in *all* grades tested.[27]
- About 9.1% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *all* grades tested.[28]
- Some 83.1% of the Great City School *districts* increased their reading scores in *half or more* of their grades tested.[29]
- About 50.9% of the Great City School *districts* increased their reading scores at *faster* rates than their states in *half or more* of the grades tested.[30]

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[27] Percentage based on 21 of 59 cities. (See appendix for list of cities.)
[28] Percentage based on 5 of 55 cities. Results do not include Albuquerque, Des Moines, the District of Columbia, or Omaha on which there were no state test data. (See appendix for list of cities.)
[29] Percentage based on 49 of 59 cities. (See appendix for list of cities.)
[30] Percentage based on 28 of 55 cities. Results do not include Albuquerque, Des Moines, the District of Columbia, or Omaha on which there were no state trend data. (See appendix for list of cities.)

Cities whose reading scores improved faster than their respective states in *all* grades tested included Atlanta, Charlotte-Mecklenberg, Dallas, Houston, and Norfolk.

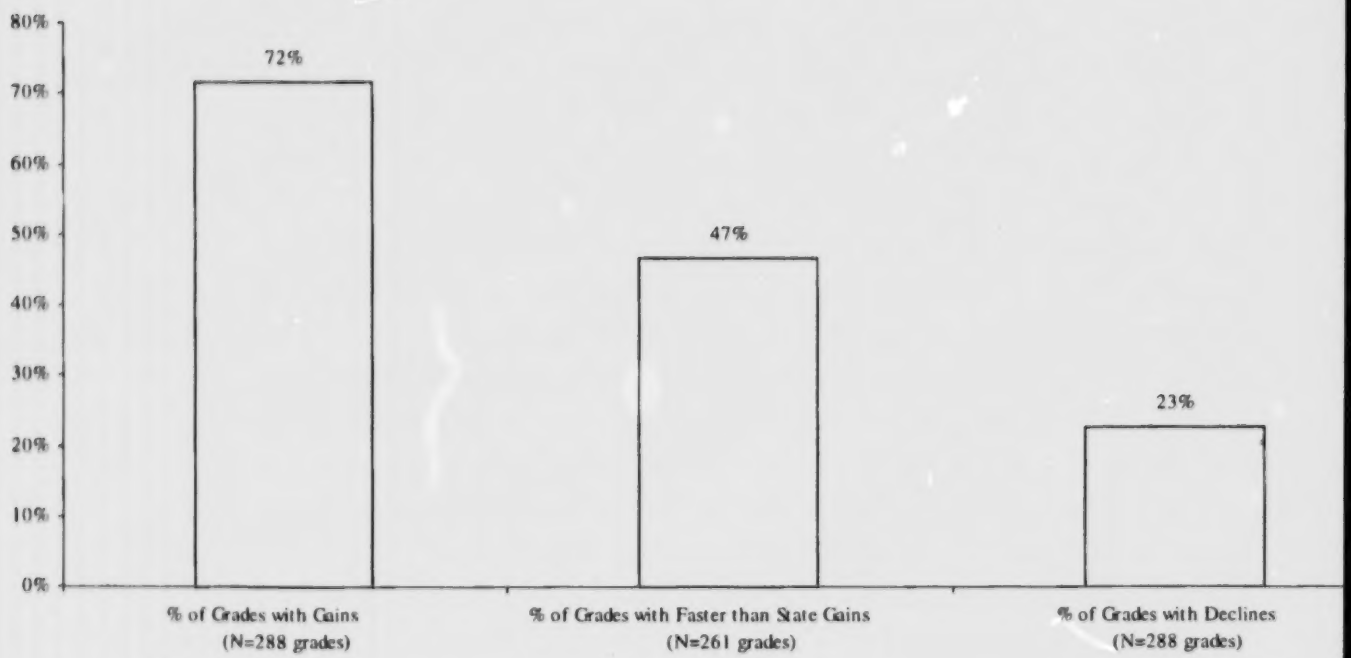
Cities whose reading scores improved faster than the state in *half or more* of the grades tested included Atlanta, Austin, Baltimore, Broward County (Ft. Lauderdale), Charlotte-Mecklenberg, Dallas, Duval County, Fort Worth, Greenville, Houston, Indianapolis, Jefferson County, Long Beach, Los Angeles, Miami-Dade County, Nashville, Newark, New Orleans, New York City, Norfolk, Philadelphia, Portland, Richmond, Rochester, Sacramento, San Diego, Seattle, and St. Louis.

Trends in Reading Achievement by Grade Level

Trends Across Grades

Beating the Odds III also examined reading trends by *grade level*. All grades across the 59 districts were combined to determine the percentage that:

Figure 9. Percentage of Grades with Gains (or Declines) in Reading



- improved in reading;[31]
- improved in reading at *faster* rates than the state; and
- decreased in reading.

Figure 9 shows the results of the *grade-level* analyses in reading. Key findings included the following:

- Approximately 71.5% of *all grades* tested showed gains in reading scores.[32]
- About 46.7% of *all grades* tested in reading improved at faster rates than their states.[33]
- Some 22.6% of *all grades* tested in reading declined.[34]

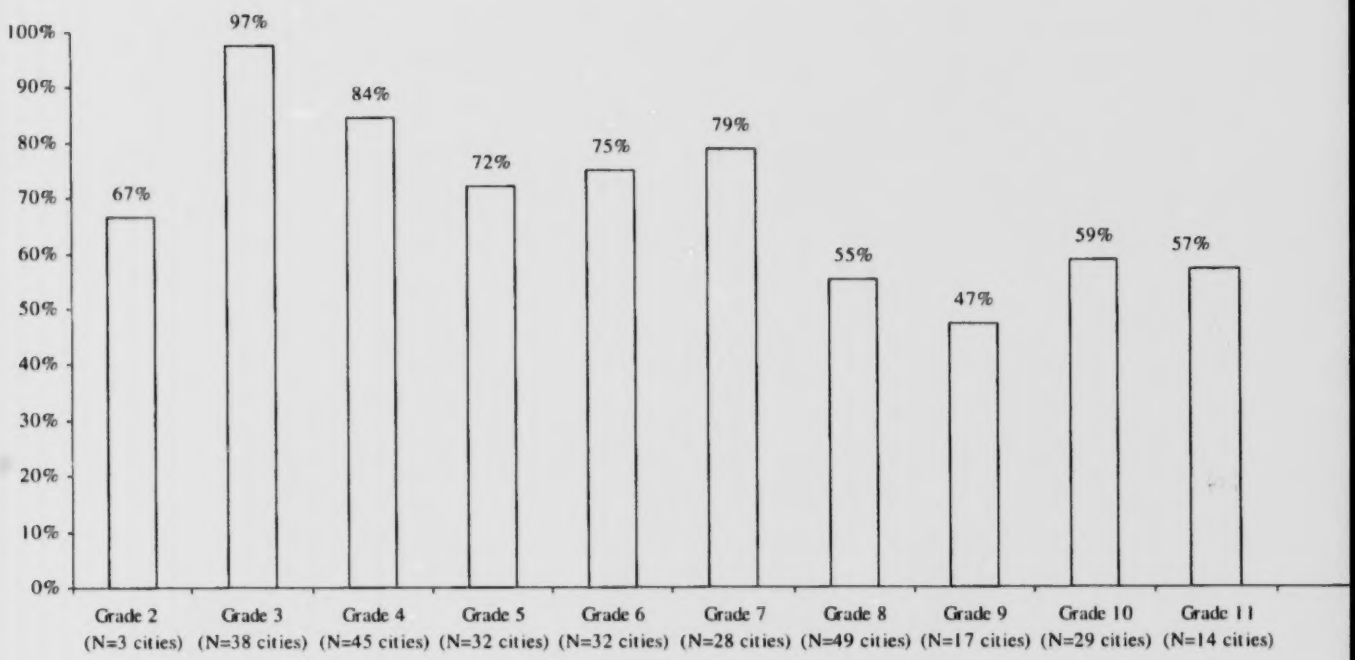
Trends in Specific Grades

The Council also examined *each grade* in the 59 districts to determine which grades were most likely to show improved reading scores. Figure 10 shows the results, including these key trends.[35]

- Approximately 84.4% of all 4^{th} *grades* tested showed gains on their state reading tests.
- About 55.1% of all 8^{th} *grades* tested showed gains on their state reading tests.
- Some 58.6% of all 10^{th} *grades* tested showed gains on their state reading tests.

[31] The 59 city school systems included in this report are located in 36 states, which tested in 288 grades.
[32] Percentage based on 206 of 288 grades in 59 cities. (See appendix for list of cities.)
[33] Percentage based on 122 of 261 grades in 55 cities. Results do not include Albuquerque, Des Moines, the District of Columbia, or Omaha on which there were no state test data. (See appendix for list of cities.)
[34] Percentage based on 65 of 288 grades in 59 cities. (See appendix for list of cities.)
[35] Only the District of Columbia tested in Grade 1. No district tested in grade 12. N's differ because not all cities tested in the same grades.

Figure 10. Percentage of Each Grade with Gains in Reading



Changes in Racial Gaps in Reading Achievement

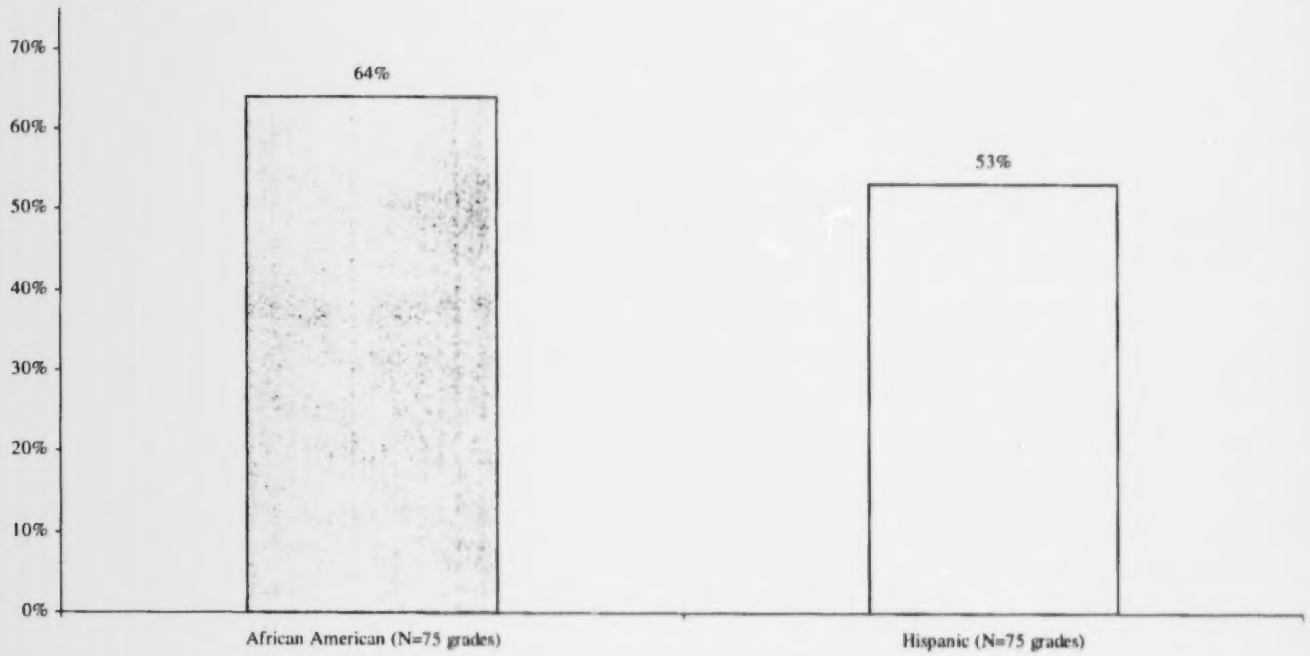
The Council also examined state assessments to determine whether racially-identifiable gaps in reading achievement were narrowing in city schools. The analysis of gaps focused on data at the elementary, middle, and secondary grades in 26 cities (the number for which state trend data by race were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Reducing Overall Racial Gaps

The Council looked first at the percentage of aggregated grades across the cities that had narrowed the gaps in reading achievement between (a) White and African American students; and (b) between White and Hispanic students. Figure 11 shows the results, including these key trends:[36]

[36] Data based on gaps in the most frequently tested grades in the following bands: 3, 4, or 5; 6, 7, or 8; and 9, 10, or 11.

Figure 11. Percentage of Selected Grades Narrowing Achievement Gaps in Reading



- Reading achievement gaps between *White and African American* students were reduced in 64.0% of the grades for which state test data were disaggregated and reported.[37]

- Reading achievement gaps between *White and Hispanic* students were reduced in 53.3% of the grades for which state test data were disaggregated and reported.[38]

Closing Racial Gaps in Specific Grades

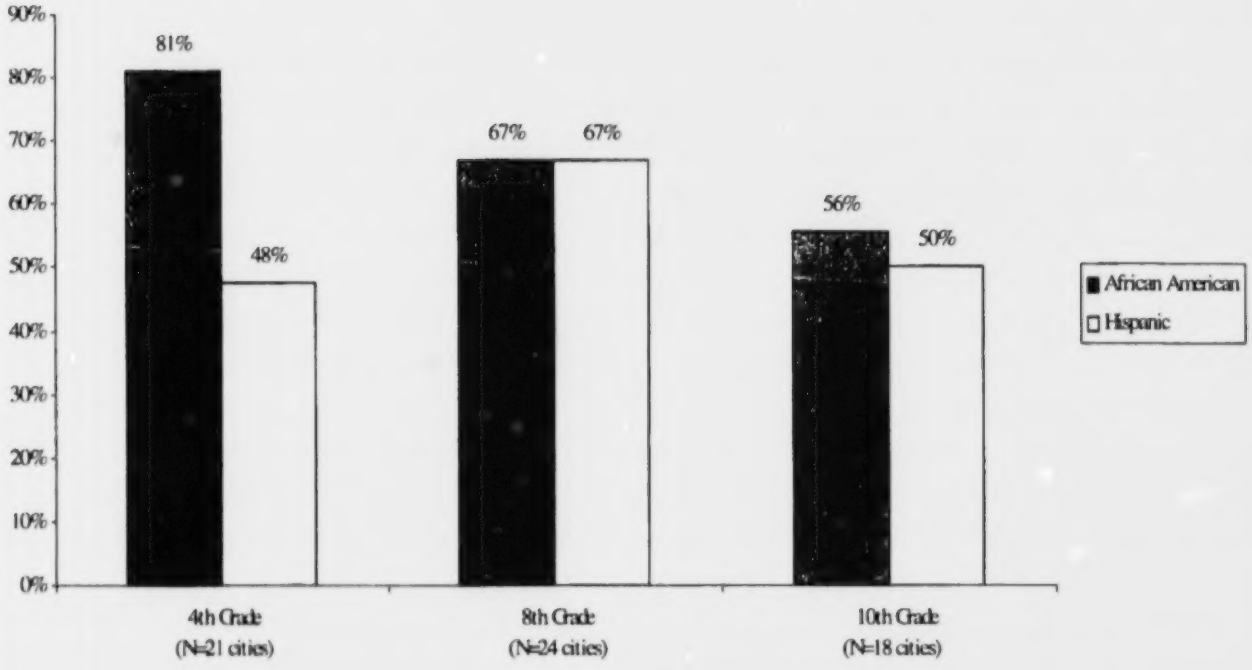
The data were further disaggregated by race *and* grade in order to see where gaps were narrowing the most. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of districts for each grade because states do not always test the same grades, nor do all states disaggregate and report the results by race.

Figure 12 shows the results of this analysis, including these key trends:

- About 81.0% of 4th grades narrowed the achievement gap in reading between *White and African American* students. Some 66.7% of 8th grades narrowed the White-Black gap and about 55.6% of 10th grades narrowed the gap.

[37] Percentage based on 48 of 75 grades in 26 cities. (See appendix for list of cities.)
[38] Percentage based on 40 of 75 grades in 26 cities. (See appendix for list of cities.)

Figure 12. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race



- About 47.6% of 4th grades narrowed the achievement gap in reading between *White and Hispanic* students. Some 66.7% of 8th grades narrowed the White-Hispanic gap and about 50.0% of 10th grades narrowed the gap.

Narrowing Gaps at Faster Than State Rates

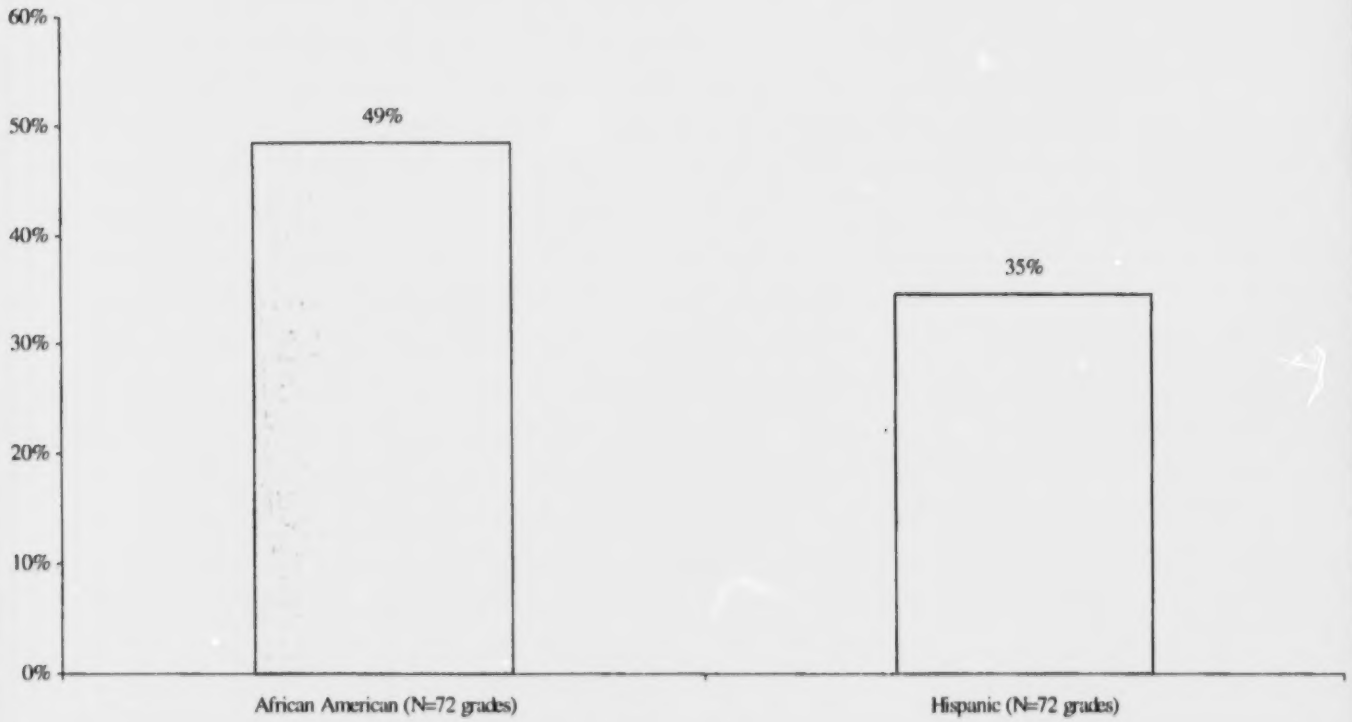
The Council also examined the proportion of selected grades tested at the elementary, middle, and secondary levels to see if racial gaps in reading were closing at rates faster or slower than their respective states. Figure 13 presents the results, including the following key findings:

- Reading achievement gaps between *Whites and African American* students narrowed in 48.6% of grades tested faster than statewide averages.[39]

- Reading achievement gaps between *Whites and Hispanic* students narrowed in 34.7% of grades tested faster than statewide averages.[40]

[39] Percentage based on 35 of 72 grades in 26 cities. (See appendix for list of cities.)
[40] Percentage based on 25 of 72 grades in 26 cities. (See appendix for list of cities.)

Figure 13. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State



Changes in Other Gaps in Reading Achievement

Beating the Odds III also includes limited performance data on students who were economically disadvantaged, limited English proficient, or disabled. The results of this section should be examined with extra caution because of the small number of states that reported these data on their cities in spring 2002.

Reducing Other Gaps

The Council analyzed the available data on each of these groups to see if achievement gaps between limited English proficient and English-proficient students, for example, had narrowed. Figure 14 presents the results, including these key trends:[41]

- Reading achievement gaps between economically disadvantaged students and non-economically disadvantaged students narrowed in 48% of grades reported.

[41] Percentage based on 15 of 31 grades in 11 cities for economically disadvantaged; 10 of 31 grades in 11 cities for English language learners and 11 of 35 grades in 12 cities for students with disabilities.

- Reading achievement gaps between English language learners and non-English language learners narrowed in 32% of the grades reported.

- Reading achievement between students with special needs and non-special needs students narrowed in 31% of the grades reported.

Narrowing Gaps at Faster than State Rates

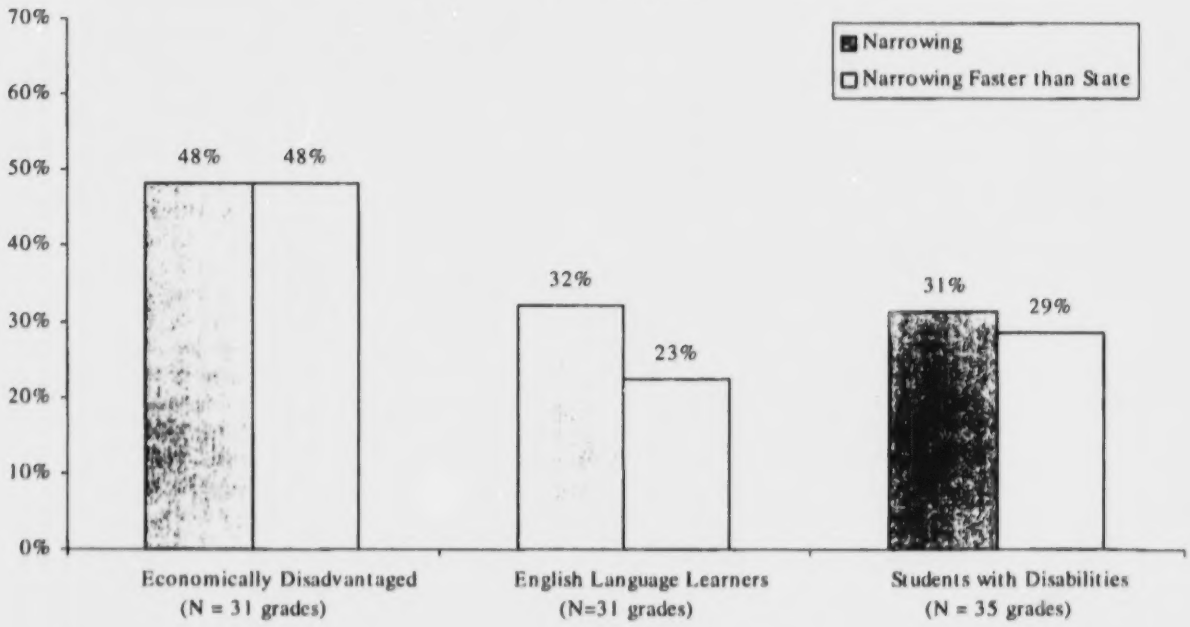
The Council also looked to see if this narrowing of achievement gaps was faster or slower than that of a city's respective state. The results are included in Figure 14, along with these key trends:[42]

- Reading achievement gaps between economically disadvantaged students and non-economically disadvantaged students narrowed in 48% of the grades reported at a faster rate than their state averages.

- Reading achievement gaps between English language learners and non-English language learners narrowed in 23% of the grades reported at a faster rate than their state averages.

- Reading achievement between students with special needs and non-special needs students narrowed in 29% of the grades reported at a faster rate than their state averages.

Figure 14. Percentage of Selected Grades by Subgroup Narrowing Achievement Gaps in Reading



[42] Percentage based on 15 of 31 grades in 11 cities for economically disadvantaged; 7 of 31 grades in 11 cities for English language learners and 10 of 35 grades in 12 cities for students with disabilities.

Comparing Reading Achievement in 2002 with 2000[43]

Finally, the Council looked at reading performance in 2002 and compared it with achievement in 2000 to determine whether results had improved since *Beating the Odds* was first published. This comparison was done by matching 54 identical districts on which data were available for both years.[44] (Comparisons by grade level and race were not conducted because of the complexity of the analysis and differing "n" counts.) The results included the following:

- The percentage of urban school *districts* showing reading gains in all grades tested remained unchanged at 35% in 2000 and 2002.
- The percentage of urban school *districts* showing reading gains faster than their respective states in all grades tested increased from 6% in 2000 to 10% in 2002.
- The percentage of urban school *districts* showing reading gains in half or more of the grades tested increased slightly from 81% in 2000 to 83% in 2002.
- The percentage of urban school *districts* showing reading gains faster than their respective states in half or more of the grades tested increased from about 34% in 2000 to 50% in 2002.
- The percentage of urban school *districts* with half or more of the grades tested in reading that scored higher than their respective states increased slightly from 10% in 2000 to 12% in 2002.

Summary and Discussion of Reading Achievement Trends

The Council's analysis of state assessment results suggests that reading achievement in the nation's urban schools is beginning to improve. About 83% of all Great City School *districts* showed gains in reading scores on *at least half* of the grades tested by the state. About 36% of the cities improved their reading scores in *all* grades, and about 51% improved *faster* than their respective states in *at least half* of the grades tested. In addition, the data indicate that 72% of all *grades* improved in reading, and 47% of all grades improved *faster* than the states.

Only seven major cities (12.5% of the Great City School districts), however, had the same or higher reading scores in half or more of the grades tested as their respective states. They were Albuquerque, Anchorage, Broward County (Ft. Lauderdale), Greenville, Hillsborough County (Tampa), San Diego, and San Francisco. Six of these cities (Albuquerque, Anchorage, Greenville, Hillsborough, San Diego and San Francisco) had the same or higher scores than the statewide averages in *all* grades tested.

The results of *Beating the Odds III* also suggest that racially identifiable achievement gaps in reading have narrowed somewhat, although the data remain inconclusive. Preliminary results suggest that gaps may be narrowing fastest in the elementary grades, compared with the middle or secondary grades. Data on the gaps among other groups remains inconclusive.

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[43] The reader should note that the percentages presented in this section differ slightly from those presented in other sections because of the differing "n's" used to match identical districts.

[44] The reader should also note that the matched districts tested in more grades in 2002 than they did in 2000.

Finally, the analysis showed that the percentage of identically-matched districts that improved reading scores in all grades tested increased between 2000 and 2002. The pattern of improvement in reading was somewhat different than it was in math. In math, more districts that had already improved in at least half of their grades are now improving in all their grades. In reading, more districts that had not improved in at least half of their grades are now doing so. The rate of progress remains uncertain, but the breadth of the progress is increasing.

3. STUDENT DEMOGRAPHICS AND FINANCE: WHO WE ARE

The challenge of the Great City Schools is to increase student achievement in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

This task is made more difficult by the additional efforts and skills that are needed to overcome the barriers that so many urban children bring to the schoolhouse door.

The challenge is compounded further by the disparities in resources available to schools to meet the needs of their students. Some school systems can have many times more funding per student as some urban districts. Ironically, it is often the students with the fewest needs who have the most resources, and the students with the greatest needs who have the least resources.

A furious debate has raged in public education over the relative importance of funding to the academic performance of children. The issue involves more than just the relationship between money and achievement, although a vigorous body of research has focused on that point. The controversy has largely been over whether education is defined by its inputs or its outputs. Little room has been allowed, unfortunately, for considering an appropriate balance of each.

This chapter examines the context of urban education—a context that should be considered in discussing the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools and how they have changed during the period in which state assessments were being implemented. The data reviewed include changes in the rates of student poverty and limited English proficiency.

The chapter also examines financial data, including changes in the aggregate expenditures per pupil of the Great City Schools over the last few years, and changes in state expenditures on urban schools. Finally, the chapter contains some rudimentary data on what money can buy: teachers and schools. Student-teacher ratios and school size data are also presented.

The reader can find individual city data in the Profiles section of this report. All of the demographic, staffing, and financial data for this study come from the National Center for Education Statistics, except for the data designated with an asterisk, which have been provided by the individual cities after reviewing the NCES numbers. No NCES data related to per pupil expenditures were modified in the district review process.

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Student Demographics

The demography of urban education continues to be a subject of enormous public interest. Our composition is significant from an educational standpoint because a broad base of research continues to show that income, disability, and English-language proficiency are strongly correlated with student achievement. Our achievement

Student Enrollment in the Great City Schools

The Great City Schools enroll a significant share of the nation's students. Figure 15 shows key trends in enrollments, summarized as follows:

- The Great City Schools enrolled 7,048,142 students in 2000-01 (the most recent year on which federal data are available), an increase of nearly 7.9% over the 6,533,617 students enrolled in 1995-96.

- During the same period, total public school enrollment nationally grew by about 7.2%. Enrollments increased from 44,840,481 students in 1995-96 to 48,067,834 students in 2000-2001.

Figure 15. Great City School Enrollment Compared with the Nation (N = 59 Cities)

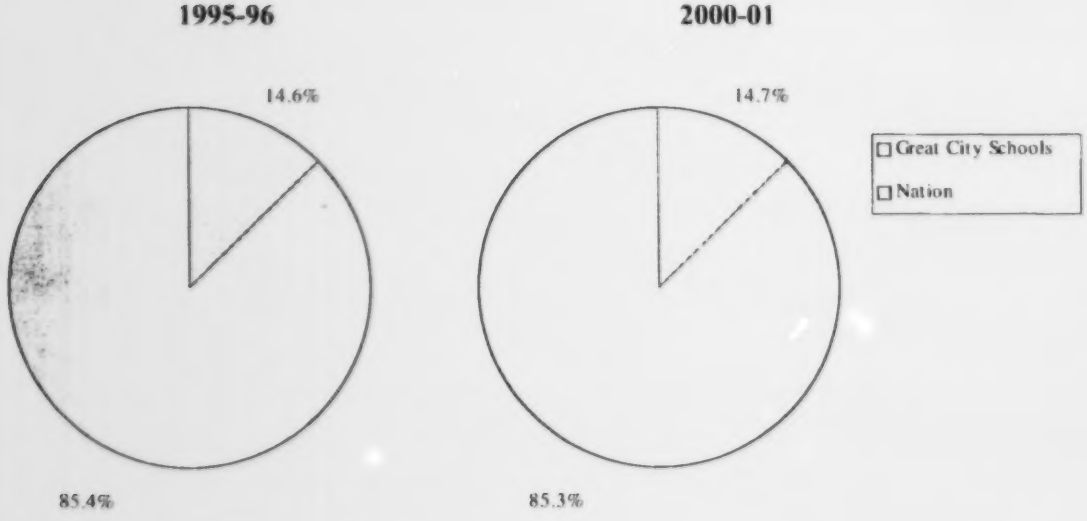
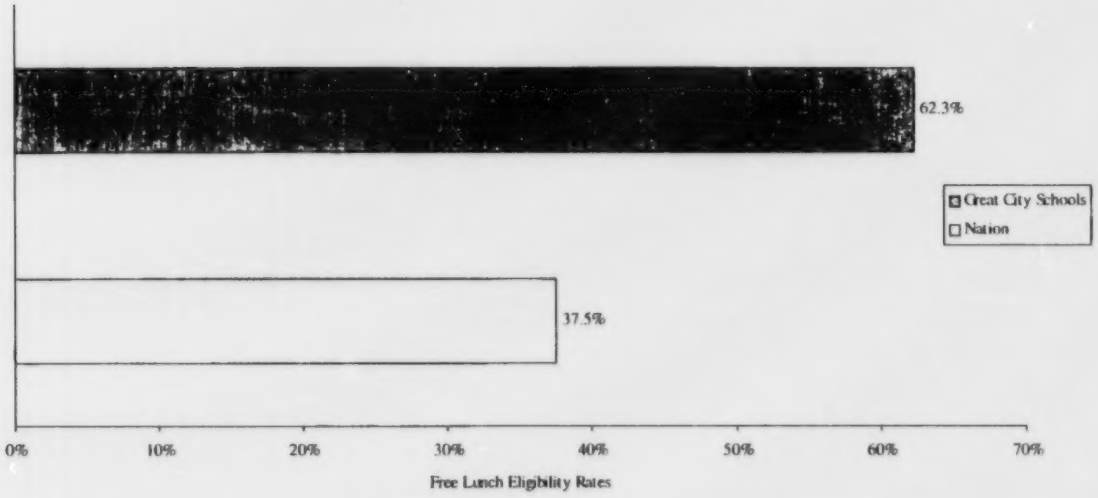


Figure 16. Great City School Free Lunch Eligibility Rate Compared with the Nation (N=59 Cities)



- The share of the nation's public school students enrolled in the Great City Schools increased slightly from 14.6% in 1995-96 to 14.7% in 2000-2001.

Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. Key indicators include the following:

- In the 2000-2001 school year, 62.3% of students in the Great City Schools were eligible for a free lunch subsidy, compared with the national average of 37.5%. Figure 16 shows this comparison.

- About 27.6% of the nation's free-lunch eligible students are enrolled in the Great City Schools.

- Some 90.6% of the nation's Great City School systems have poverty rates (free lunch eligibility) that are higher than their states.

English Language Learners and Students with Disabilities

The Great City Schools also serve a higher proportion of English language learners than the average school system across the country. Although the percentage of students with disabilities is about the same for the Great City Schools as for the nation as a whole, the cities enroll a greater share of students with high-cost disabilities.

Figure 17. Great City School English Language Learner and Disability Rates Compared with the Nation (N=54 Cities)

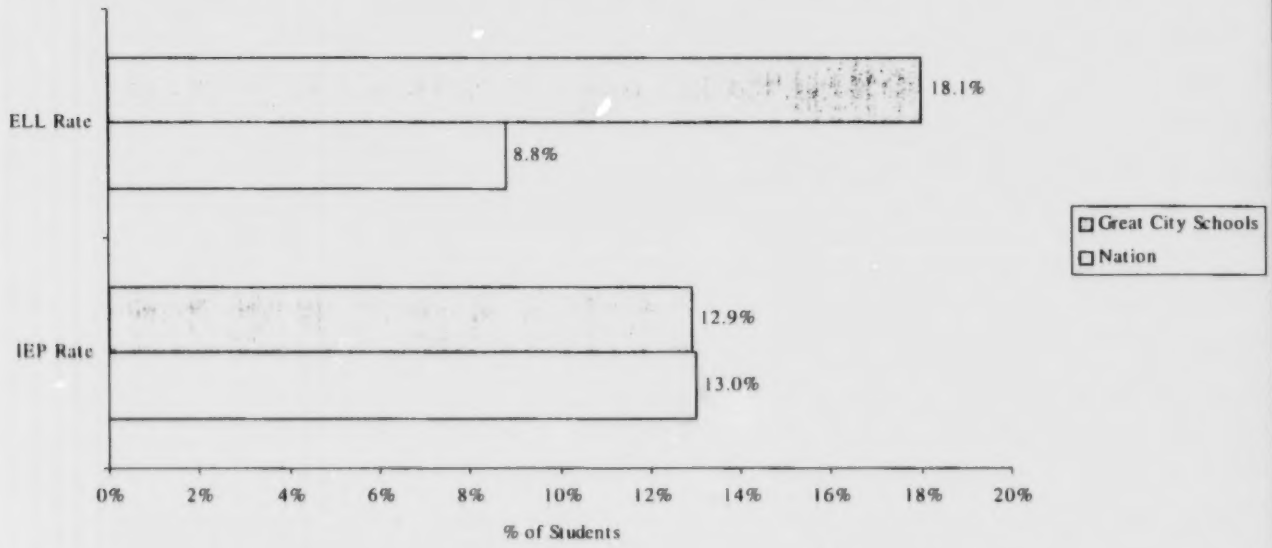


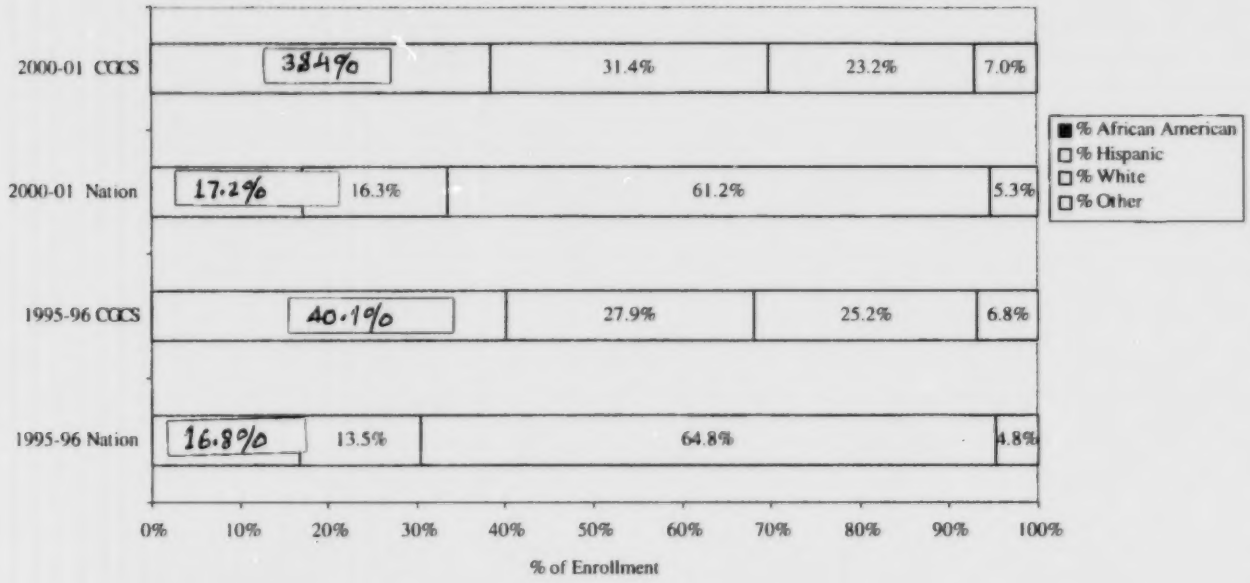
Figure 17 shows the rates of English Language Learners and students with disabilities (those with an Individual Education Plan) enrolled in the Great City Schools. Key indicators include the following:

- About 18.1% of students enrolled in the Great City Schools come from families where English is not the first language, compared with only 8.8% of students nationally.
- Some 78.3% of the Great City School districts have higher percentages of ELL students than their states.
- About 12.9% of the enrollments in the Great City Schools are students with disabilities, compared with 13.0% of students nationally.
- Urban schools tend to enroll more students with low-incidence, high cost disabilities than the average district. This is probably due to deficiencies in the quality and availability of health, child, and prenatal care in many inner-cities.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban schools are also significantly different from the average school system nationwide. About 76.8% of Great City School students are African American, Hispanic, or Asian American compared with 37.9% nationally. Figure 18 shows the enrollment patterns.

Figure 18. Great City School Enrollment by Race Compared with the Nation (N=59 Cities)



Key statistics include the following:

- About 38.4% of Great City School students were *African American* in 2000-2001, compared with 17.2% nationally.
- About 31.4% of Great City School students were *Hispanic* in 2000-2001, compared with 16.3% nationally.
- About 23.2% of Great City School students were *White* in 2000-2001, compared with 61.2% nationally.
- About 7.0% of Great City School students were *Asian American* and members of other groups in 2000-2001, compared with 5.3% nationally.
- The percentage of the Great City School enrollment that was African American and White declined slightly between 1995-96 and 2000-2001, while the percentage that was Hispanic increased.
- The percentage of the nation's public school enrollment that was White declined slightly between 1995-96 and 2000-2001, while the percentage that was African American and Hispanic increased.
- Approximately 30% of all students of color in the nation were enrolled in the Great City Schools in 2000-2001.

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FINANCE AND STAFFING

The Council examined the financial resources available to urban schools to meet each state's academic standards. *Beating the Odds III* looked at the districts' current per pupil expenditures compared with the nation and the states. It also examined the proportion of state expenditures devoted to urban schools. Finally, it examined the numbers of schools and teachers in urban districts compared with the nation.

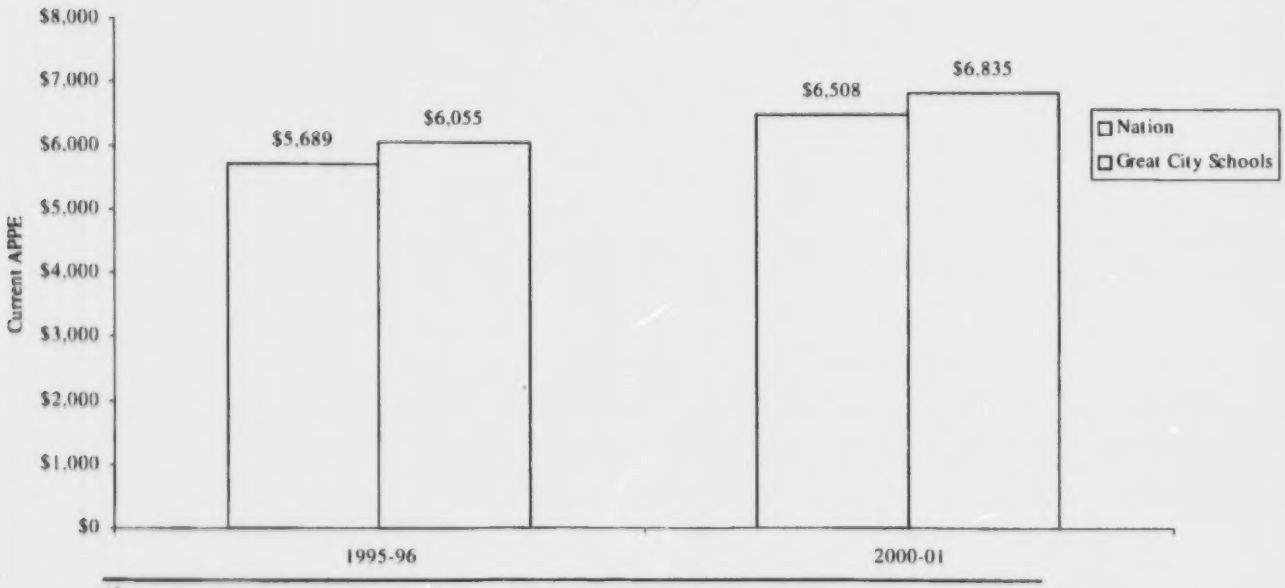
Expenditures Per Pupil

Expenditure trends were analyzed by the Council using "current expenditures per pupil." This metric is defined as those expenditures that are directly allocable to students and do not include spending on capital needs or debt service. (Figures have been recalculated since *Beating the Odds I*.)

Figure 19 shows key findings about spending levels:

- The average current expenditure in the Great City Schools was $6,835 per pupil in 2000-2001,[45] up 12.9% from $6,055 per pupil in 1995-96 (not adjusted for inflation).
- The average current expenditure nationally was $6,508 per pupil in 2000-2001,[46] up 14.3% from $5,689 per pupil in 1995-96 (not adjusted for inflation).

Figure 19. Expenditures Per Pupil in the Great City Schools Compared with the Nation (N=59 Cities)



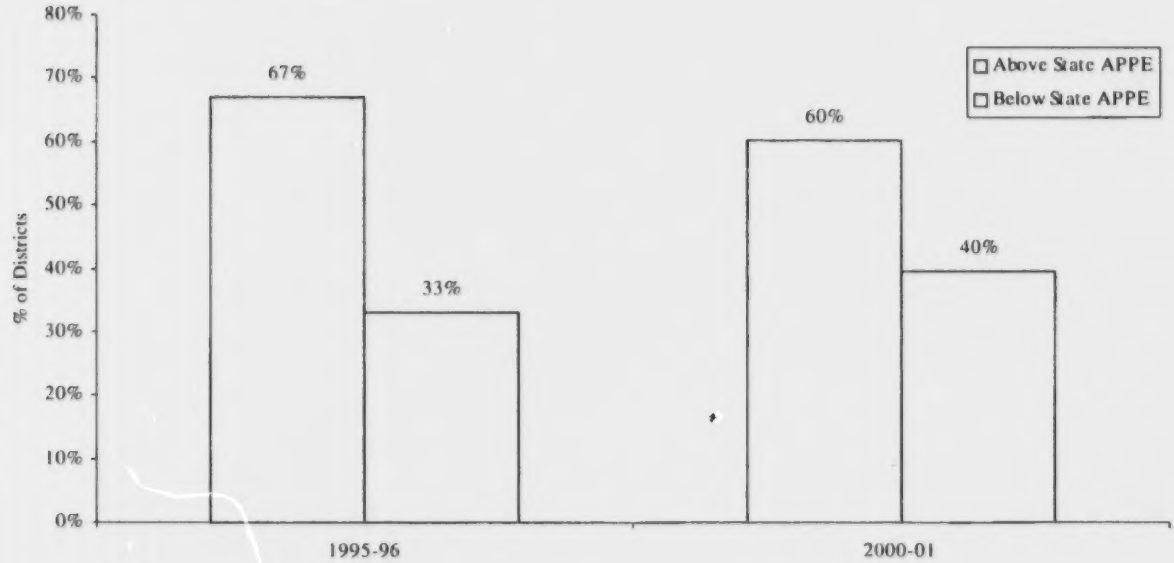
[45] Data based on 1999 fiscal year (most recently available NCES data.)
[46] Data based on 1999 fiscal year.

State Spending on the Great City Schools

The Council's analysis also examined statistics on state spending on major city school systems. Key indicators include the following:

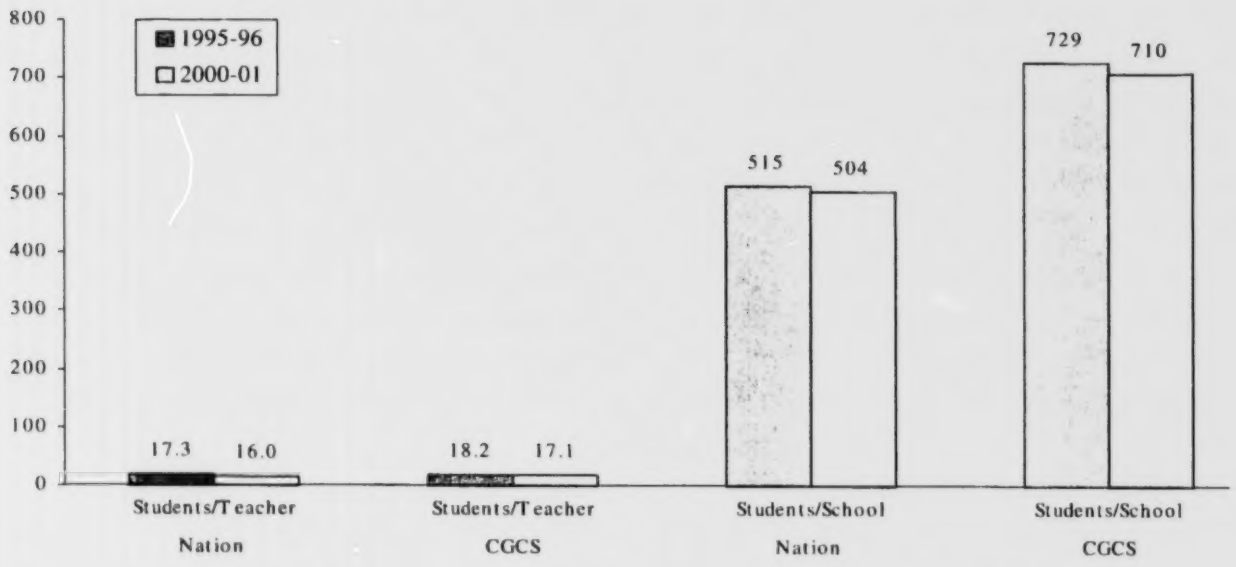
- The percentage of total state k-12 education spending devoted to the Great City Schools increased slightly from 15.5% in 1995-96 to 15.9 % in 2000-2001.[47]
- The percentage of Great City School districts with a current per pupil expenditure below that of their state was 39.7% in 2000-2001.[48]
- The total enrollment of all Great City School districts whose current per pupil expenditures were below statewide averages was almost three and a half million students—or about 48.8% of all urban students.

Figure 20. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditure (N=58 Cities)



[47] Data based on 1999 fiscal year.
[48] Data based on 1999 fiscal year.

Figure 21. Average Number of Great City School Students Per Teacher and School Compared with the Nation (N=59 Cities)



Student-Teacher Ratios and Average Enrollments Per School

The Council looked at two final contextual variables: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instructional staff.

Figure 21 displays the following key data:

- Student-teacher ratios in the Great City Schools were somewhat higher than the average for the nation: 17.1 students per teacher in major city schools in 2000-2001, compared with 16.0 nationally.

- Student-teacher ratios in the Great City schools have decreased somewhat since 1995-96 when they averaged 18.2 pupils per teacher. The ratio nationally also decreased.

Figure 21 also displays data about another critical variable in education: school size. Research suggests that smaller schools may be more effective instructionally and interpersonally.

The Council's analysis showed the following trends:

- The average number of students per school in the Great City Schools declined from 729 students in 1995-96 to 710 in 2000-2001—a drop of about 3%.
- The average number of students per school nationally decreased from 515 in 1995-96 to 504 in 2000-2001—a decline of about 2%.
- The average school in the Great Cities enrolled about 40.9% more children (710 students) than the average school nationally (504 students) in 1999-2000.

4. SUMMARY AND DISCUSSION OF CONTEXT VARIABLES

The Data Are Preliminary

This report represents the third time that anyone has attempted to examine the status and progress of America's urban schools on state reading and math tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not available.

Still, the data in *Beating the Odds III* present an emerging picture of how America's Great City Schools are performing and strongly suggest that they are making progress, particularly in math achievement. Reading gains in city schools appear to be more modest.

These results are preliminary. No statistical tests were performed, so there is little way to judge how significant the gains were. No attempt was made to translate state scale scores (where available) into standard deviations or other normalized data for analysis. The Council of the Great City Schools wanted to present raw data so no one would wonder if the real results were hidden behind some statistical trickery.

The Council is committed to improving its reporting of city results on state tests on an annual basis. Every attempt will be made to secure scale scores that can be "normalized" and to estimate test-taking rates. The Council will also make every attempt to report future data in a way that is consistent with the new *No Child Left Behind* legislation—including performance data school-by-school and by group within school.

City schools, moreover, want to improve their reporting to the nation on other indicators, including course-taking patterns and graduation rates. No single indicator gives the public the entire picture of urban education, any more than one Stock Market index adequately describes the economy.

Finally, the Council will be working to mesh the results of state test data with other indicators. The organization initiated the Trial Urban NAEP (National Assessment of Educational Progress) program so that comparable data on city school performance would be available across state lines. The results of the first trial will be available this summer.

Math Results

The trends in math performance are unambiguous for the nation and in the Great City Schools. Achievement is improving. The only debate at this point should be about the magnitude of the gains. *Beating the Odds III* indicates that more than half (63%) of the Great City School *districts* had improved math scores by 2002 in *all* grades tested by their states. The vast majority (90%) of major city school systems had improved their math scores in *half or more* of their grades by 2002. And, 47% of the large cities improved *faster* than their respective states in *half or more* of their grades.

The urban data also showed that 87% of *all grades* tested in math had gained by 2002 and 44% of grades tested had improved *faster* than their respective states. However, math achievement declinedin 12% of the grades tested. About 89.7% of 4th grades posted math gains in the Great City Schools.

Gaps by race in math also appeared to narrow. State test results show that city schools closed achievement gaps in math between Whites and African Americans in 64% of grades tested and between Whites and Hispanics in 65% of grades tested.

New data in this report, moreover, on student performance by income, language, and disability is largely inconclusive, except to say that the gaps between the poor and the non-poor, the limited English proficient and the English proficient, the disabled and the non-disabled are large. Progress in narrowing these gaps is uncertain given the paucity of the data.

Reading Results

The finding that reading has improved in the Great City Schools is more tenuous than the results in math. But the evidence of gains in reading is stronger this year than it was in 2001. *Beating the Odds III* found that 36% of major city school *districts* improved their reading performance on *all* grades tested by their respective states. Some 83% of the cities gained in *half or more* of their grades, and 51% had improved *faster* than their state in half or more of their grades. This latter index is up markedly from 2001.

Approximately 72% of *all grades* in the Great City Schools posted reading gains and about 47% of grades tested increased *faster* than their respective states. However, reading achievement declined in 23% of the grades tested. Reading scores improved in 84% of the 4th grades, but showed much slower gains in grades 8 and 10.

Gaps by race in reading also appeared to narrow. State test results show that city schools closed achievement gaps in reading between Whites and African Americans in 64% of grades tested and between Whites and Hispanics in 53% of grades tested.

New data in this report, moreover, on student performance by income, language, and disability is largely inconclusive, except to say that the gaps between the poor and the non-poor, the limited English proficient and the English proficient, the disabled and the non-disabled are large. Progress in narrowing these gaps is uncertain given the paucity of the data.

The Council has been less effusive in general about our reading gains because they are not reflected on any other national indicators like NAEP. Two interpretations are possible. One, progress that is beginning to show up on state tests may not be powerful enough to register on such rigorous nationwide measures as NAEP. Or two, state test results may be "leading indicators" of progress that will eventually show up.

The Urban Context

Progress in math and reading scores is occurring in an urban context that is significantly different from other schools. *Beating the Odds III* looked at those differences and how they have changed over the last several years. Urban schools enroll students that are about twice as likely to be poor or to be learning English as a second language. In addition, the Great City Schools enroll about 30% of all students of color in the country and disproportionately large numbers of English language learners and poor students. These percentages have remained relatively unchanged in recent years.

Beating the Odds III also showed some of urban education's resource challenges. The analysis of data from the National Center for Education Statistics showed that the average 'current per pupil expenditure' (APPE)[49] in the Great City Schools was $6,835 in the 1999 fiscal year (most recent comparable federal data available)—an amount 12.9% higher than 1995-96 (unadjusted for inflation). Current expenditures nationally rose approximately 14.3% over the same period, however, resulting in a slight dip in the share of overall spending devoted to urban schools.

The number of urban school systems, moreover, whose per pupil expenditures are below statewide averages remains high. Some 39.7% of these big city school districts fall into this category, including: New York City, Philadelphia, New Orleans, Norfolk, and others—with a total enrollment of over three and a half million inner-city students or about half of the Great City Schools' total.

The significance of this finding is hard to overstate, particularly as the nation moves to implement the *No Child Left Behind Act*. The nation's urban schools will be expected to overcome disparities in home and school resources, and attain the same academic standards as schools with considerably greater wherewithal. We will also be held accountable for the results.

It is clear, nonetheless, that achievement in the Great City Schools is improving. Some of these gains are coming from working harder and smarter and squeezing inefficiencies out of every scarce dollar. Some of the gains, however, come from cities doing what the nation has agreed is likely to work—high standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, and efficient management.

The data suggest that improvement, however modest, is possible on a relatively large scale—not just school-by-school. It is now time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are asking these questions and pursuing the answers aggressively.

The nation, for its part, needs to think long and hard about why urban schools have to beat any odds.

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[49] All data reported in "current expenditures," i.e., expenditures allocable to student costs.

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GREAT CITY SCHOOLS

DEMOGRAPHICS[1]	GREAT CITY SCHOOLS		NATION	
	1995-96[2]	2000-01	1995-96	2000-01
-01Number of Students	6,533,617	7,042,142	44,840,481	48,067,834
Percent Free & Reduced Price Lunch Eligible (FRPL)[3]	NA	62.3	32.8	37.5
Percent of Students with IEPs[4]	10.6	12.9	NA	13.0
Percent English Language Learners	NA	18.1	NA	8.8
Percent African American	39.9	38.4	16.8	17.2
Percent Hispanic	28.2	31.4	13.5	16.3
Percent White	25.2	23.2	64.8	61.2
Percent Other	6.7	7.0	4.8	5.3
Number of FTE Teachers	359,544	411,117	2,598,220	3,002,947
Student-Teacher Ratio	18.2	17.1	17.3	16.0
Number of Schools	8,968	9,927	87,125	95,366
Current Expenditures Per Pupil[8]	$6,055	$6,835	$5,689	$6,508
Great City Schools as a Percentage of the Nation's Public Schools			1995-96	2000-01
Percent of Students			14.6	14.7
Percent of Minority Students			31.0	29.7
Percent of African American Students			34.4	33.5
Percent of Hispanic Students			30.2	28.9
Percent of FRPL			NA	27.6[9]
Percent of IEPs			NA	14.9
Percent of ELLs			NA	34.3[10]
Percent of Schools			10.3	10.4
Percent of Teachers			13.8	13.7
Percent of State Revenue[11]			15.5	15.9

[1] Aggregated totals include NCES data and corrections submitted by individual school districts.
[2] All 1995-96 summary statistics are based on CGCS 1998-99 membership.
[3] Four states (AZ, CT, IL, TN, and WA) did not report free and reduced price lunch eligibility and are not included in the national total for 2000-01. Nine states (AL, AZ, IL, KY, MA, PA, SD, TN, and WA) did not report free and reduced price lunch eligibility and are not included in the national total for 1995-96.
[4] N=54, does not include Jefferson County who did not have IEP data for 1995-96.
[5] N=53, percentage is based on the enrollment of districts who provided ELL data.
[6] Nine states (ME, MI, MO, NV, NJ, ND, PA, TN, and WA) did not report LEP membership and are not included in the national total for 2000-01.
[8] Current Expenditures Per Pupil for the 2000-01 school year are from the 1999 fiscal year, the most recent year available from NCES.
[9] The percentage of the nation's FRPL is based on all states who reported FRPL eligibility. (See footnote #3.)
[10] The percentage of the nation's ELL is based on all states who reported LEP membership. (See footnote #6.)
[11] Percent of State Revenue data for the 2000-01 school year is from the 1999 fiscal year, the most recent year available from NCES.

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DISTRICT ALBUQUERQUE
STATE NEW MEXICO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**CTBS5/TerraNova Survey Plus**	**First Year Reported**	**1998**
Grades Tested	**3-10**	**How Reported**	**Median Percentile Rank and Percent Passing**

DEMOGRAPHICS [1]	ALBUQUERQUE		NEW MEXICO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	89,019	85,276	329,640	320,306
Percent Free & Reduced Price Lunch Eligible (FRPL)	40.1*	44.1	NA	54.6
Percent of Students with IEPs	8.2	20.1	13.8	19.4
Percent English Language Learners	NA	18.3	NA	21.4
Percent African American	3.6	3.8	2.4	2.4
Percent Hispanic	45.3*	49.6	46.8	50.2
Percent White	44.3*	40.0	39.5	35.3
Percent Other	6.8*	6.5	11.4	12.1
Number of FTE Teachers	5,526	5,478	19,398	21,043
Student-Teacher Ratio	16.1	15.1	17.0	15.2
Number of Schools	122	131	721	765
Current Expenditures Per Pupil [2]	$4,328	$5,190	$4,604	$5,440

Albuquerque as a Percentage of New Mexico's Public Schools	**1995-96**	**2000-01**
Percent of Students	27.0	26.6
Percent of FRPL	NA	21.5
Percent of IEPs	32.6	27.7
Percent of ELLs	NA	22.7
Percent of Schools	16.9	17.1
Percent of Teachers	28.5	26.0
Percent of State Revenue [3]	27.9	26.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Albuquerque
CTBS/5 TerraNova
Median National Percentile Rank

	Grade	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading							
Albuquerque	3	NA	NA	51	55	50	-0.3
New Mexico	3	NA	NA	NA	NA	49	NA
Albuquerque	4	58	58	57	59	56	-0.3
New Mexico	4	NA	NA	NA	NA	51	NA
Albuquerque	5	NA	NA	57	59	58	0.3
New Mexico	5	NA	NA	NA	NA	54	NA
Albuquerque	6	50	50	49	51	56	0.8
New Mexico	6	NA	NA	NA	NA	51	NA
Albuquerque	7	NA	NA	53	52	56	0.8
New Mexico	7	NA	NA	NA	NA	48	NA
Albuquerque	8	60	60	61	62	59	-0.1
New Mexico	8	NA	NA	NA	NA	52	NA
Albuquerque	9	NA	NA	58	59	58	0.0
New Mexico	9	NA	NA	NA	NA	52	NA
Math							
Albuquerque	3	NA	NA	50	53	52	0.6
New Mexico	3	NA	NA	NA	NA	49	NA
Albuquerque	4	56	59	56	60	52	-0.5
New Mexico	4	NA	NA	NA	NA	50	NA
Albuquerque	5	NA	NA	53	56	50	-0.8
New Mexico	5	NA	NA	NA	NA	47	NA
Albuquerque	6	51	50	50	53	50	-0.1
New Mexico	6	NA	NA	NA	NA	50	NA
Albuquerque	7	NA	NA	53	52	50	-0.8
New Mexico	7	NA	NA	NA	NA	46	NA
Albuquerque	8	53	52	55	57	54	0.1
New Mexico	8	NA	NA	NA	NA	48	NA
Albuquerque	9	NA	NA	52	56	56	1.1
New Mexico	9	NA	NA	NA	NA	47	NA

Albuquerque
High School Competency Exam
Percent Passing on First Attempt [4]

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Albuquerque	10	92.6	92.5	90.3	87.6	85.9	68.4	77.5	-2.5
New Mexico	10	88.7	88.0	85.8	84.0	83.6	64.4	66.1	-3.8

[4]Beginning in 2001-2002, the passing score for the High School Competency Exam was increased.

DISTRICT ANCHORAGE
STATE ALASKA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Alaska Benchmark Examinations, HSGQE**	**First Year Reported**	**2000**
Grades Tested	**3,6,8 & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	ANCHORAGE		ALASKA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	47,318	49,526	127,618	133,356
Percent Free & Reduced Price Lunch Eligible (FRPL)	33.2*	33.0*	NA	24.3
Percent of Students with IEPs	14.4	14.8	13.8	13.3
Percent English Language Learners	8.4*	11.8*	NA	14.5
Percent African American	8.6	8.7	4.6	4.6
Percent Hispanic	4.4	5.6	2.7	3.4
Percent White	68.9	63.4	63.7	61.5
Percent Other	18.1	22.3	28.9	30.5
Number of FTE Teachers	2,461	2,738	7,379	7,880
Student-Teacher Ratio	19.2	18.0	17.3	16.9
Number of Schools	84	99	495	515
Current Expenditures Per Pupil [2]	$6,343	$6,715	$8,189	$8,404

Anchorage as a Percentage of Alaska's Public Schools	**1995-96**	**2000-01**
Percent of Students	37.1	37.1
Percent of FRPL	NA	50.3
Percent of IEPs	38.7	41.4
Percent of ELLs	NA	30.2
Percent of Schools	17.0	19.2
Percent of Teachers	33.4	34.7
Percent of State Revenue [3]	28.4	28.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

Anchorage
Benchmark Examinations
Percent Scoring Proficient or Advanced

	Grade	2000*	2001*	2002	Annualized Change
Reading					
Anchorage	3	75	73	78	1.5
Alaska	3	71	73	75	1.8
Anchorage	6	74	75	75	0.3
Alaska	6	70	69	70	-0.1
Anchorage	8	88	87	85	-1.5
Alaska	8	83	83	82	-0.8
Math					
Anchorage	3	67	68	74	3.6
Alaska	3	65	66	71	2.9
Anchorage	6	67	67	69	1.0
Alaska	6	62	63	64	0.8
Anchorage	8	43	44	44	0.5
Alaska	8	39	40	40	0.6

Anchorage
HSGQE (High School Graduation Qualifying Exam)
Percent Scoring Proficient

	Grade	2000	2001	2002	Annualized Change
Reading					
Anchorage	10	78.4	66.4	74.6	-1.9
Alaska	10	74.6	65.9	70.2	-2.2
Math					
Anchorage	10	35.9	46.5	66.9	15.5
Alaska	10	33.3	44.0	64.0	15.4

* Asterik indicates that data has been updated by the school district.

DISTRICT ATLANTA
STATE GEORGIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Criterion Referenced Competency Test, Stanford Achievment Test (SAT/9), GHSGT**	**First Year Reported**	**1999**
Grades Tested	**3-6,8, & 11**	**How Reported**	**Performance Level, National Percentile, & Percent Passing**

DEMOGRAPHICS [1]	ATLANTA		GEORGIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	60,209	58,230	1,311,126	1,444,937
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.4	NA	NA
Percent of Students with IEPs	6.0	6.9	10.3	11.3
Percent English Language Learners	NA	3.5	NA	3.8
Percent African American	90.4	89.5	37.8	38.2
Percent Hispanic	1.8	2.8	2.2	4.8
Percent White	6.6	6.8	58.2	54.7
Percent Other	1.3	1.0	1.7	2.3
Number of FTE Teachers	3,637	3,950	79,480	91,044
Student-Teacher Ratio	16.6	14.2	16.5	15.9
Number of Schools	102	98	1,763	1,946
Current Expenditures Per Pupil [2]	$6,969	$7,944	$5,056	$6,092

Atlanta as a Percentage of Georgia's Public Schools	**1995-96**	**2000-01**
Percent of Students	4.6	4.0
Percent of FRPL	NA	7.1
Percent of IEPs	4.8	2.5
Percent of ELLs	NA	3.8
Percent of Schools	5.8	5.0
Percent of Teachers	4.6	4.3
Percent of State Revenue [3]	4.1	4.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

	Grade	2000	2001	2002	Annualized Change
Reading					
Atlanta	4	47	70	72	12.5
Georgia	4	65	74	79	7.0
Atlanta	6	52	65	64	6.0
Georgia	6	71	77	80	4.5
Atlanta	8	60	72	68	4.0
Georgia	8	75	82	80	2.5
Math					
Atlanta	4	43	55	56	6.5
Georgia	4	62	63	66	2.0
Atlanta	6	46	52	50	1.5
Georgia	6	66	69	69	1.5
Atlanta	8	36	41	46	5.0
Georgia	8	54	59	65	5.5

Atlanta
Georgia High School Graduation Test (GHSGT)
Percent Passing on First Administration

	Grade	2000	2001	2002	Annualized Change
English Language Arts					
Atlanta	11	89	90	91	1.0
Georgia	11	94	94	95	0.5
Math					
Atlanta	11	83	84	81	-1.0
Georgia	11	90	91	91	0.5

Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	Change in Gap
Atlanta	4				
African American		43	67	70	
Gap		*-47*	*-29*	*-25*	*-22*
White		90	96	95	
Gap		*-36*	*-32*	*-42*	*6*
Hispanic		54	64	53	
Georgia	4				
African American		51	63	71	
Gap		*-25*	*-20*	*-17*	*-8*
White		76	83	88	
Gap		*-29*	*-26*	*-23*	*-6*
Hispanic		47	57	65	
Atlanta	6				
African American		50	64	64	
Gap		*-38*	*-33*	*-31*	*-7*
White		88	97	95	
Gap		*-31*	*-32*	*-28*	*-3*
Hispanic		57	65	67	
Georgia	6				
African American		57	65	70	
Gap		*-24*	*-20*	*-18*	*-6*
White		81	85	88	
Gap		*-26*	*-24*	*-21*	*-5*
Hispanic		55	61	67	
Atlanta	8				
African American		59	72	67	
Gap		*-35*	*-23*	*-21*	*-14*
White		94	95	88	
Gap		*-49*	*-21*	*-15*	*-34*
Hispanic		45	74	73	
Georgia	8				
African American		62	74	72	
Gap		*-21*	*-15*	*-16*	*-5*
White		83	89	88	
Gap		*-24*	*-22*	*-21*	*-3*
Hispanic		59	67	67	

Math	Grade	2000	2001	2002	Change in Gap
Atlanta	4				
African American		38	52	53	
Gap		*-54*	*-42*	*-40*	*-14*
White		92	94	93	
Gap		*-39*	*-42*	*-44*	*5*
Hispanic		53	52	49	
Georgia	4				
African American		47	48	52	
Gap		*-27*	*-26*	*-26*	*-1*
White		74	74	78	
Gap		*-25*	*-25*	*-24*	*-1*
Hispanic		49	49	54	
Atlanta	6				
African American		43	50	47	
Gap		*-46*	*-47*	*-41*	*-5*
White		89	97	88	
Gap		*-38*	*-36*	*-29*	*-9*
Hispanic		51	61	59	
Georgia	6				
African American		51	55	55	
Gap		*-26*	*-24*	*-24*	*-2*
White		77	79	79	
Gap		*-26*	*-22*	*-21*	*-5*
Hispanic		51	57	58	
Atlanta	8				
African American		33	38	44	
Gap		*-51*	*-43*	*-41*	*-10*
White		84	81	85	
Gap		*-52*	*-35*	*-30*	*-22*
Hispanic		32	46	55	
Georgia	8				
African American		36	42	52	
Gap		*-28*	*-28*	*-25*	*-3*
White		64	70	77	
Gap		*-26*	*-27*	*-23*	*-3*
Hispanic		38	43	54	

Atlanta
Georgia High School Graduation Tests (GHSGT)
Percent Passing on First Administration

English/ Language Arts	Grade	2000	2001	2002	Change in Gap	Mathematics	Grade	2000	2001	2002	Change in Gap
Atlanta	11					Atlanta	11				
African American		88	89	91		African American		82	83	79	
Gap		*-8*	*-7*	*-2*	*-6*	*Gap*		*-15*	*-15*	*-11*	*-4*
White		96	96	93		White		97	98	90	
Gap		*-21*	*-22*	*-29*	*8*	*Gap*		*-7*	*-23*	*-3*	*-4*
Hispanic		75	74	64		Hispanic		90	75	87	
Georgia	11					Georgia	11				
African American		88	90	93		African American		81	82	84	
Gap		*-9*	*-8*	*-5*	*-4*	*Gap*		*-15*	*-14*	*-12*	*-3*
White		97	98	98		White		96	96	96	
Gap		*-16*	*-17*	*-15*	*-1*	*Gap*		*-11*	*-11*	*-10*	*-1*
Hispanic		81	81	83		Hispanic		85	85	86	

Atlanta
Geogia Criterion-Referenced Competency Tests (CRCT)
Limited English Proficent Students
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	Annualized Change
Atlanta	4	32	44	43	5.5
Georgia	4	22	29	56	17.0
Atlanta	6	50	55	39	-5.5
Georgia	6	28	34	53	12.5
Atlanta	8	30	20	43	6.5
Georgia	8	28	40	54	13.0
Math					
Atlanta	4	27	41	40	6.5
Georgia	4	31	26	47	8.0
Atlanta	6	56	49	30	-13.0
Georgia	6	36	39	49	6.5
Atlanta	8	26	20	43	8.5
Georgia	8	24	28	45	10.5

Georgia High School Graduation Tests (GHSGT)
Limited English Proficient Students
Percent Passing on First Administration

	Grade	2000	2001	2002	Annualized Change
English/Language Arts					
Atlanta	11	60	39	47	-6.5
Georgia	11	50	49	69	9.5
Mathematics					
Atlanta	11	79	73	71	-4.0
Georgia	11	72	74	81	4.5

Atlanta
Geogia Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

Reading	Grade	2000	2001	2002	Change in Gap
Atlanta	4				
Students with Disabilities		21	23	38	
Gap		*-27*	*-49*	*-36*	*9*
Students without Disabilities		48	72	74	
Georgia	4				
Students with Disabilities		29	35	49	
Gap		*-40*	*-43*	*-35*	*-5*
Students without Disabilities		69	78	84	
Atlanta	6				
Students with Disabilities		20	26	22	
Gap		*-34*	*-41*	*-47*	*13*
Students without Disabilities		54	67	69	
Georgia	6				
Students with Disabilities		30	34	43	
Gap		*-45*	*-47*	*-42*	*-3*
Students without Disabilities		75	81	85	
Atlanta	8				
Students with Disabilities		18	25	22	
Gap		*-44*	*-51*	*-50*	*6*
Students without Disabilities		62	76	72	
Georgia	8				
Students with Disabilities		32	41	40	
Gap		*-47*	*-46*	*-46*	*-1*
Students without Disabilities		79	87	86	

Math	Grade	2000	2001	2002	Change in Gap
Atlanta	4				
Students with Disabilities		11	15	26	
Gap		*-33*	*-43*	*-34*	*1*
Students without Disabilities		44	58	60	
Georgia	4				
Students with Disabilities		27	24	35	
Gap		*-38*	*-43*	*-36*	*-2*
Students without Disabilities		65	67	71	
Atlanta	6				
Students with Disabilities		18	16	15	
Gap		*-30*	*-38*	*-38*	*8*
Students without Disabilities		48	54	53	
Georgia	6				
Students with Disabilities		24	24	29	
Gap		*-47*	*-50*	*-45*	*-2*
Students without Disabilities		71	74	74	
Atlanta	8				
Students with Disabilities		4	11	10	
Gap		*-33*	*-33*	*-40*	*7*
Students without Disabilities		37	44	50	
Georgia	8				
Students with Disabilities		13	15	23	
Gap		*-45*	*-48*	*-49*	*4*
Students without Disabilities		58	63	72	

Georgia High School Graduation Tests (GHSGT)
Percent Passing on First Administration

English/Language Arts

Atlanta	11				
Students with Disabilities		37	51	49	
Gap		*-53*	*-40*	*-43*	*-10*
Students without Disabilities		90	91	92	
Georgia	11				
Students with Disabilities		68	68	74	
Gap		*-27*	*-27*	*-23*	*-4*
Students without Disabilities		95	95	97	

Mathematics

Atlanta	11				
Students with Disabilities		27	48	26	
Gap		*-58*	*-38*	*-57*	*-1*
Students without Disabilities		85	86	83	
Georgia	11				
Students with Disabilities		55	57	60	
Gap		*-37*	*-35*	*-33*	*-4*
Students without Disabilities		92	92	93	

DISTRICT AUSTIN
STATE TEXAS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8, & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	AUSTIN		TEXAS	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	74,772*	77,816	3,740,260*	4,059,619
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	48.0*	NA	44.9
Percent of Students with IEPs	11.4	12.2	11.5*	11.9
Percent English Language Learners	13.8*	17.8	12.8*	14.1
Percent African American	18.3	15.7	14.3	14.4
Percent Hispanic	40.3	47.8	36.7	40.6
Percent White	38.9	33.7	46.4	42.0
Percent Other	2.5	2.8	2.6	3.0
Number of FTE Teachers	4,537	5,160	240,371	274,826
Student-Teacher Ratio	16.4	15.1*	15.6	14.8
Number of Schools	103	109	6,638	7,519
Current Expenditures Per Pupil [2]	$4,830	$5,447	$5,016	$5,685

Austin as a Percentage of Texas' Public Schools	**1995-96**	**2000-01**
Percent of Students	2.0	1.9
Percent of FRPL	2.1	2.0
Percent of IEPs	2.0	2.0
Percent of ELLs	2.1	2.4
Percent of Schools	1.6	1.4
Percent of Teachers	1.9	1.9
Percent of State Revenue [3]	1.4	0.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Austin

Texas Assessment of Academic Skills (TAAS) [4]
Percent Passing

	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Reading											
Austin	3	75.8	76.9	75.7	78.4	82.4	82.7	85.2	85.3	85.3	1.2
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	88.0	1.3
Austin	4	70.9	77.9	74.2	78.9	86.2	83.4	87.2	89.2	90.2	2.4
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	92.5	2.1
Austin	5	72.5	74.4	77.0	79.6	84.0	81.0	83.1	88.1	89.9	2.2
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	92.7	1.9
Austin	6	65.9	73.0	71.3	79.2	79.9	75.7	78.8	79.6	84.4	2.3
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	88.2	1.8
Austin	7	64.2	69.6	75.3	76.2	79.6	75.2	74.2	82.2	85.2	2.6
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	91.3	1.9
Austin	8	70.0	67.3	68.4	75.4	77.3	78.5	81.4	83.9	89.1	2.4
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	94.3	2.1
Austin	10	76.7	74.4	81.0	84.0	86.4	84.4	87.7	85.4	90.4	1.7
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	94.5	2.1
Math											
Austin	3	59.8	68.2	68.1	76.2	75.2	76.7	75.9	79.0	85.5	3.2
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	87.4	3.1
Austin	4	53.9	67.4	70.9	75.6	78.7	78.2	81.6	88.2	91.3	4.7
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	94.1	4.3
Austin	5	56.0	65.3	72.6	77.3	82.4	83.7	86.5	92.3	94.4	4.8
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	96.2	4.2
Austin	6	51.3	55.4	64.5	72.6	75.2	74.3	79.4	84.6	89.1	4.7
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	93.8	4.1
Austin	7	45.3	48.6	58.2	68.3	74.5	72.0	77.3	80.1	84.9	5.0
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	92.2	4.1
Austin	8	49.6	47.7	54.2	62.7	70.3	72.4	80.1	84.0	85.9	4.5
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	92.9	4.3
Austin	10	56.8	60.1	63.7	70.6	72.4	73.9	81.7	81.8	84.4	3.5
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	92.2	4.2

[4] Texas reported TAAS results for only non-Special Education students fron 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those whotake the Spanish language versions of the TAAS.

* Asterik indicates that data has been updated by the school district.

Austin
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Change in Gap
Austin	4										
African American		48.5	56.6	55.7	64.3	70.8	69.7	75.1	80.3	81.6	
Gap		*-38.6*	*-34.9*	*-34.3*	*-28.3*	*-25.2*	*-24.1*	*-20.2*	*-16.4*	*-16.2*	*-22.4*
White		87.1	91.5	90.0	92.6	96.0	93.8	95.3	96.7	97.8	
Gap		*-27.4*	*-23.0*	*-29.0*	*-23.4*	*-16.2*	*-17.0*	*-12.0*	*-11.2*	*-11.1*	*-16.3*
Hispanic		59.7	68.5	61.0	69.2	79.8	76.8	83.3	85.5	86.7	
Texas	4										
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	86.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-12.0*	*-9.7*	*-17.7*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	96.5	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-8.5*	*-6.8*	*-12.4*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	89.7	
Austin	8										
African American		51.7	46.7	46.7	63.5	62.0	67.1	69.0	75.6	83.4	
Gap		*-37.0*	*-40.8*	*-41.9*	*-28.7*	*-32.0*	*-24.5*	*-25.0*	*-18.5*	*-13.2*	*-23.8*
White		88.7	87.5	88.6	92.2	94.0	91.6	94.0	94.1	96.6	
Gap		*-33.9*	*-34.8*	*-35.5*	*-29.5*	*-29.1*	*-22.8*	*-21.0*	*-16.9*	*-12.6*	*-21.3*
Hispanic		54.8	52.7	53.1	62.7	64.9	68.8	73.0	77.2	84.0	
Texas	8										
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	92.1	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-8.4*	*-5.4*	*-22.4*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	97.5	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-9.0*	*-6.5*	*-18.1*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	91.0	
Austin	10										
African American		58.4	51.0	69.5	72.9	78.4	74.2	77.6	73.7	83.5	
Gap		*-33.7*	*-40.1*	*-24.1*	*-22.8*	*-17.9*	*-21.6*	*-18.8*	*-22.1*	*-14.8*	*-18.9*
White		92.1	91.1	93.6	95.7	96.3	95.8	96.4	95.8	98.3	
Gap		*-29.6*	*-28.4*	*-26.0*	*-23.7*	*-20.5*	*-21.7*	*-16.4*	*-18.5*	*-14.4*	*-15.2*
Hispanic		62.5	62.7	67.6	72.0	75.8	74.1	80.0	77.3	83.9	
Texas	10										
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	92.5	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-11.9*	*-5.4*	*-20.8*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	97.9	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.5*	*-7.4*	*-18.2*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	90.5	

* Asterik indicates that data has been updated by the school district.

Austin
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Change in Gap
Austin	4										
African American		30.9	39.1	50.8	60.1	62.0	60.2	65.7	77.1	83.1	
Gap		*-39.5*	*-45.2*	*-36.0*	*-29.3*	*-28.7*	*-31.2*	*-26.9*	*-19.3*	*-14.7*	*-24.8*
White		70.4	84.3	86.8	89.4	90.7	91.4	92.6	96.4	97.8	
Gap		*-28.2*	*-28.2*	*-28.2*	*-23.3*	*-20.9*	*-21.1*	*-16.3*	*-11.9*	*-9.4*	*-18.8*
Hispanic		42.2	56.1	58.6	66.1	69.8	70.3	76.3	84.5	88.4	
Texas	4										
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	88.6	
Gap		*-32.4*	*-32.1*	*-26.1*	*-23.9*	*-18.8*	*-19.0*	*-17.7*	*-12.7*	*-8.5*	*-23.9*
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	97.1	
Gap		*-21.6*	*-20.1*	*-15.1*	*-13.1*	*-9.7*	*-8.5*	*-10.3*	*-6.7*	*-4.6*	*-17.0*
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	92.5	
Austin	8										
African American		25.3	21.4	26.1	41.1	49.5	53.8	62.1	71.8	71.8	
Gap		*-46.4*	*-52.2*	*-51.5*	*-43.2*	*-38.5*	*-33.8*	*-30.3*	*-22.6*	*-23.9*	*-22.5*
White		71.7	73.6	77.6	84.3	88.0	87.6	92.4	94.4	95.7	
Gap		*-39.6*	*-45.5*	*-40.2*	*-36.8*	*-29.0*	*-24.8*	*-18.7*	*-16.2*	*-14.8*	*-24.8*
Hispanic		32.1	28.1	37.4	47.5	59.0	62.8	73.7	78.2	80.9	
Texas	8										
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	86.8	
Gap		*-39.6*	*-41.4*	*-35.2*	*-29.1*	*-20.6*	*-18.2*	*-13.4*	*-11.1*	*-9.8*	*-29.8*
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	96.6	
Gap		*-31.6*	*-34.9*	*-27.2*	*-22.7*	*-16.4*	*-12.4*	*-9.1*	*-7.5*	*-6.4*	*-25.2*
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	90.2	
Austin	10										
African American		29.0	31.0	37.5	46.0	50.1	52.9	62.1	64.1	66.5	
Gap		*-47.8*	*-50.2*	*-43.3*	*-42.0*	*-31.1*	*-36.0*	*-30.6*	*-29.6*	*-29.8*	*-18.0*
White		76.8	81.2	80.8	88.0	89.2	88.9	92.7	93.7	96.3	
Gap		*-38.8*	*-38.3*	*-30.3*	*-31.8*	*-31.0*	*-26.0*	*-18.4*	*-20.0*	*-19.6*	*-19.2*
Hispanic		38.0	42.9	50.5	56.2	58.2	62.9	74.3	73.7	76.7	
Texas	10										
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	85.9	
Gap		*-37.3*	*-37.6*	*-33.9*	*-30.9*	*-26.7*	*-22.4*	*-18.2*	*-14.6*	*-10.6*	*-26.7*
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	96.5	
Gap		*-29.3*	*-31.2*	*-25.9*	*-25.7*	*-20.5*	*-16.1*	*-12.4*	*-10.7*	*-8.5*	*-20.8*
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	88.0	

* Asterik indicates that data has been updated by the school district.

Austin
TAAS-Economically Disadvantaged
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Austin	4	54.0	62.2	57.4	65.2	75.7	72.6	79.2	81.9	83.1	3.6
Texas	4	63.3	69.2	67.5	73.0	79.3	82.3	84.3	85.8	88.4	3.1
Austin	8	50.7	46.4	45.8	57.4	60.5	64.0	68.4	73.2	81.2	3.8
Texas	8	61.9	60.5	64.3	72.7	70.4	80.7	82.7	86.5	90.5	3.6
Austin	10	51.4	50.6	59.9	66.9	69.4	68.0	74.9	68.5	80.2	3.6
Texas	10	60.2	59.8	67.1	73.9	75.5	79.4	82.0	82.0	90.1	3.7

Math	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Austin	4	36.6	50.0	54.8	61.9	66.5	65.6	71.0	80.4	85.3	6.1
Texas	4	45.7	58.2	68.3	73.9	74.9	81.3	80.7	87.0	91.2	5.7
Austin	8	28.2	24.9	30.2	43.7	53.4	57.1	69.3	74.1	76.2	6.0
Texas	8	39.9	37.8	53.4	63.6	70.0	78.7	84.5	87.9	88.8	6.1
Austin	10	32.4	34.8	40.3	49.5	52.6	57.0	68.2	69.3	71.5	4.9
Texas	10	40.7	42.4	51.3	57.9	63.7	72.0	79.2	83.0	87.4	5.8

TAAS-Special Education
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Austin	4	35.3	37.6	29.7	29.0	36.3	57.8	67.3	81.8	86.6	6.4
Texas	4	50.9	54.7	44.2	46.6	56.6	75.2	81.6	85.0	88.6	4.7
Austin	8	34.1	21.1	34.4	33.8	34.9	46.6	55.7	58.6	81.0	5.9
Texas	8	41.1	36.8	37.5	44.4	45.3	63.7	68.9	76.2	85.0	5.5
Austin	10	39.7	40.0	44.2	47.8	53.7	51.3	60.2	57.5	72.0	4.0
Texas	10	42.3	38.8	46.8	50.5	52.2	64.5	68.0	67.1	80.4	4.8

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Austin	4	16.7	29.8	21.5	29.1	30.4	49.9	61.6	77.2	85.2	8.6
Texas	4	33.5	43.6	43.9	46.9	51.4	72.7	77.0	85.2	90.3	7.1
Austin	8	11.5	10.5	15.6	17.5	23.0	36.6	54.6	59.7	71.5	7.5
Texas	8	19.5	19.8	24.6	30.8	40.1	58.8	70.7	77.8	81.4	7.7
Austin	10	20.2	17.6	18.9	34.2	35.7	37.3	53.8	48.1	58.9	4.8
Texas	10	21.3	21.8	25.7	29.4	35.0	47.4	58.3	64.1	72.1	6.4

* Asterik indicates that data has been updated by the school district.

DISTRICT BALTIMORE
STATE MARYLAND

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Maryland School Performance Program**	**First Year Reported**	**1994**
Grades Tested	**3,5 & 8**	**How Reported**	**Percent Satisfactory**

DEMOGRAPHICS [1]	BALTIMORE		MARYLAND	
	1995-96	2000-01	1995-96	2000-01
Number of Students	109,980	99,859	805,544	852,920
Percent Free & Reduced Price Lunch Eligible (FRPL)	70.1*	71.5	NA	30.0
Percent of Students with IEPs	15.9	16.9	12.7	13.0
Percent English Language Learners	0.4*	0.7	NA	2.8
Percent African American	84.3	87.5	35.0	37.1
Percent Hispanic	0.4	0.7	3.3	4.8
Percent White	14.3	10.8	57.5	53.4
Percent Other	1.1	1.0	4.1	4.7
Number of FTE Teachers	6,291	6,057	47,819	52,433
Student-Teacher Ratio	17.5	16.4	16.8	16.3
Number of Schools	180	183	1,276	1,383
Current Expenditures Per Pupil [2]	$6,370	$7,282	$6,593	$7,326
Baltimore as a Percentage of Maryland's Public Schools			1995-96	2000-01
Percent of Students			13.7	11.7
Percent of FRPL			NA	27.9
Percent of IEPs			17.1	15.2
Percent of ELLs			NA	2.9
Percent of Schools			14.1	13.2
Percent of Teachers			13.2	11.6
Percent of State Revenue [3]			19.4	20.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Baltimore
Maryland School Performance Assessment Program (MSPAP)
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading											
Baltimore	3	9.2	11.4	11.2	11.8	16.6	15.6	18.5	17.4	12.4	0.4
Maryland	3	30.6	34.0	35.3	36.8	41.6	41.2	39.2	36.5	30.7	0.0
Baltimore	5	10.0	9.2	10.9	13.0	14.3	15.7	19.9	21.8	18.4	1.1
Maryland	5	30.2	29.5	33.7	35.6	40.4	41.4	44.6	44.6	42.1	1.5
Baltimore	8	5.4	7.4	7.9	8.1	6.7	7.1	8.5	9.6	10.9	0.7
Maryland	8	24.0	27.6	28.6	26.3	25.5	25.3	26.8	26.6	23.6	0.0
Math											
Baltimore	3	12.4	15.0	8.7	10.8	13.2	11.4	14.3	20.4	12.8	0.1
Maryland	3	33.9	42	38.7	41.4	41.6	38.9	40.1	37.8	28.7	-0.7
Baltimore	5	13.3	16.7	13.2	13.6	13.5	16.2	20.5	23.0	19.4	0.8
Maryland	5	42.1	44.7	47.8	48.2	47.9	46.2	46.7	42.6	39.8	-0.3
Baltimore	8	9.4	12.4	8.6	10.0	12.7	12.8	14.8	14.3	13.5	0.5
Maryland	8	40.3	42.3	43.3	45.9	47.4	49.0	50.4	47.0	35.2	-0.6

Baltimore
MSPAP-Reading
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Baltimore	3										
African American		7.9	9.9	9.8	10.1	15.1	14.3	17.9	16.5	11.8	
Gap		*-7.1*	*-9.2*	*-8.9*	*-11.0*	*-10.4*	*-10.8*	*-5.9*	*-7.0*	*-6.0*	*-1.1*
White		15.0	19.1	18.7	21.1	25.5	25.1	23.8	23.5	17.8	
Gap		*-10.6*	*-2.4*	*9.9*	*0.3*	*-6.3*	*-6.5*	*-7.5*	*-3.1*	*-7.0*	*-3.6*
Hispanic		4.4	16.7	28.6	21.4	19.2	18.6	16.3	20.4	10.8	
Maryland	3										
African American		14.1	16.3	17.2	18.4	23.2	23.6	24.3	21.4	17.0	
Gap		*-24.7*	*-27.2*	*-28.1*	*-29.0*	*-29.6*	*-28.8*	*-24.9*	*-25.9*	*-24.0*	*-0.7*
White		38.8	43.5	45.3	47.4	52.8	52.4	49.2	47.3	41.0	
Gap		*-14.4*	*-18.4*	*-19.3*	*-17.3*	*-17.7*	*-18.3*	*-18.4*	*-23.6*	*-20.6*	*6.2*
Hispanic		24.4	25.1	26.0	30.1	35.1	34.1	30.8	23.7	20.4	
Baltimore	5										
African American		8.2	8.0	9.2	11.8	13.3	14.9	19.3	20.9	18.0	
Gap		*-10.0*	*-7.5*	*-10.7*	*-7.6*	*-7.5*	*-6.1*	*-4.3*	*-9.1*	*-6.6*	*-3.4*
White		18.2	15.5	19.9	19.4	20.8	21.0	23.6	30.0	24.6	
Gap		*-9.7*	*0.3*	*-4.9*	*-7.4*	*-13.9*	*-6.7*	*7.2*	*-7.3*	*-10.8*	*1.1*
Hispanic		8.5	15.8	15.0	12.0	6.9	14.3	30.8	22.7	13.8	
Maryland	5										
African American		14.9	13.8	16.6	18.9	23.0	23.9	26.9	26.9	26.3	
Gap		*-23.0*	*-23.8*	*-26.2*	*-25.8*	*-27.5*	*-27.8*	*-28.7*	*-28.9*	*-27.2*	*4.2*
White		37.9	37.6	42.8	44.7	50.5	51.7	55.6	55.8	53.5	
Gap		*-16.0*	*-18.4*	*-17.1*	*-16.7*	*-19.6*	*-19.5*	*-18.9*	*-21.4*	*-22.7*	*6.7*
Hispanic		21.9	19.2	25.7	28.0	30.9	32.2	36.7	34.4	30.8	
Baltimore	8										
African American		4.4	6.3	6.8	6.7	5.5	6.4	8.0	8.9	10.2	
Gap		*-6.9*	*-8.0*	*-8.5*	*-9.8*	*-8.3*	*-5.4*	*-4.3*	*-6.0*	*-6.2*	*-0.7*
White		11.3	14.3	15.3	16.5	13.8	11.8	12.3	14.9	16.4	
Gap		*-8.9*	*-4.9*	*-10.8*	*3.5*	*1.6*	*-7.8*	*-0.5*	*-2.4*	*-10.3*	*1.4*
Hispanic		2.4	9.4	4.5	20.0	15.4	4.0	11.8	12.5	6.1	
Maryland	8										
African American		10.2	13.3	13.1	13.0	12.1	13.5	15.1	15.7	14.9	
Gap		*-20.7*	*-21.9*	*-23.7*	*-20.4*	*-20.3*	*-17.9*	*-17.7*	*-16.9*	*-19.2*	*-1.5*
White		30.9	35.2	36.8	33.4	32.4	31.4	32.8	32.6	34.1	
Gap		*-15.6*	*-16.1*	*-16.2*	*-13.7*	*-14.0*	*-11.1*	*-9.1*	*-12.4*	*-15.6*	*0.0*
Hispanic		15.3	19.1	20.6	19.7	18.4	20.3	23.7	20.2	18.5	

Baltimore
MSPAP-Math
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Baltimore	3										
African American		10.8	13.5	7.3	8.7	11.4	10.1	12.7	18.5	11.9	
Gap		*-8.8*	*-9.1*	*-9.2*	*-14.1*	*-12.2*	*-10.8*	*-12.3*	*-15.6*	*-8.8*	*0.0*
White		19.6	22.6	16.5	22.8	23.6	20.9	25.0	34.1	20.7	
Gap		*-8.6*	*-5.9*	*-11.7*	*-19.4*	*-15.6*	*-11.6*	*-9.6*	*-20.3*	*-13.6*	*5.0*
Hispanic		11.0	16.7	4.8	3.4	8.0	9.3	15.4	13.8	7.1	
Maryland	3										
African American		14.3	19.6	16.4	17.8	20.0	18.8	19.5	19.0	13.7	
Gap		*-29.3*	*-34.2*	*-34.7*	*-37.3*	*-34.8*	*-33.0*	*-34.4*	*-32.6*	*-26.5*	*-2.8*
White		43.6	53.8	51.1	55.1	54.8	51.8	53.9	51.6	40.2	
Gap		*-19.5*	*-23.0*	*-22.3*	*-23.5*	*-21.9*	*-22.2*	*-25.0*	*-28.7*	*-24.4*	*4.9*
Hispanic		24.1	30.8	28.8	31.6	32.9	29.6	28.9	22.9	15.8	
Baltimore	5										
African American		10.9	15.2	11.0	11.2	12.1	14.8	19.1	21.3	18.8	
Gap		*-13.4*	*-9.4*	*-14.0*	*-16.2*	*-10.6*	*-10.2*	*-12.0*	*-14.8*	*-9.9*	*-3.5*
White		24.3	24.6	25.0	27.4	22.7	25.0	31.1	36.1	28.7	
Gap		*-10.5*	*-3.5*	*-25.0*	*-23.6*	*-13.3*	*-17.0*	*-13.2*	*-12.7*	*-19.0*	*8.5*
Hispanic		13.8	21.1	0.0	3.8	9.4	8.0	17.9	23.4	9.7	
Maryland	5										
African American		18.2	21.9	23.3	22.6	24.0	24.3	24.3	21.7	18.9	
Gap		*-35.8*	*-34.4*	*-37.7*	*-40.0*	*-38.3*	*-35.2*	*-36.9*	*-34.7*	*-36.3*	*0.5*
White		54.0	56.3	61.0	62.6	62.3	59.5	61.2	56.4	55.2	-
Gap		*-22.4*	*-20.9*	*-24.3*	*-24.6*	*-27.0*	*-23.1*	*-27.9*	*-28.7*	*-31.2*	*8.8*
Hispanic		31.6	35.4	36.7	38.0	35.3	36.4	33.3	27.7	24.0	
Baltimore	8										
African American		7.6	10.4	6.4	7.8	10.8	10.8	13.0	12.6	11.5	
Gap		*-12.7*	*-14.2*	*-16.0*	*-16.0*	*-14.6*	*-15.2*	*-14.9*	*-15.0*	*-16.7*	*4.0*
White		20.3	24.6	22.4	23.8	25.4	26.0	27.9	27.6	28.2	
Gap		*-18.7*	*-2.7*	*-8.8*	*-7.8*	*-6.9*	*-6.0*	*-19.6*	*-10.1*	*-11.5*	*-7.2*
Hispanic		1.6	21.9	13.6	16.0	18.5	20.0	8.3	17.5	16.7	
Maryland	8										
African American		15.3	19.0	17.2	19.5	21.3	22.2	24.7	21.5	18.6	
Gap		*-37.8*	*-35.8*	*-40.6*	*-41.2*	*-40.5*	*-42.3*	*-40.6*	*-41.1*	*-37.7*	*-0.1*
White		53.1	54.8	57.8	60.7	61.8	64.5	65.3	62.6	56.3	
Gap		*-28.4*	*-22.7*	*-26.9*	*-23.9*	*-23.2*	*-27.3*	*-23.7*	*-26.4*	*-30.6*	*2.2*
Hispanic		24.7	32.1	30.9	36.8	38.6	37.2	41.6	36.2	25.7	

DISTRICT BIRMINGHAM
STATE ALABAMA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1999**
Grades Tested	**3-8, 11**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	BIRMINGHAM		ALABAMA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	41,824	37,843	746,149	740,176
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	42.1	NA	46.0
Percent of Students with IEPs	10.1	14.0	13.1	13.3
Percent English Language Learners	NA	0.6	NA	1.0
Percent African American	93.6	96.2	36.0	35.9
Percent Hispanic	0.2	0.7	0.5	1.3
Percent White	5.9	2.8	62.1	59.8
Percent Other	0.4	0.3	1.3	1.4
Number of FTE Teachers	2,578	2,471	44,056	48,199
Student-Teacher Ratio	16.2	15.3	16.9	15.4
Number of Schools	92	91	1,319	1,517
Current Expenditures Per Pupil [2]	$4,693	$5,098	$4,343	$4,849

Birmingham as a Percentage of Alabama's Public Schools	1995-96	2000-01
Percent of Students	5.6	5.1
Percent of FRPL	NA	4.8
Percent of IEPs	4.3	5.4
Percent of ELLs	NA	3.1
Percent of Schools	7.0	6.0
Percent of Teachers	5.9	5.1
Percent of State Revenue [3]	5.1	5.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Birmingham
SAT/9
National Percentiles

Reading	Grade	1999	2000	2001	2002	Annualized Change in NCE's
Birmingham	3	36	37	39	38	0.4
Alabama	3	50	49	50	50	0.0
Birmingham	4	43	44	42	39	-0.7
Alabama	4	56	56	55	55	-0.2
Birmingham	5	43	45	44	42	-0.2
Alabama	5	54	53	52	51	-0.5
Birmingham	6	42	42	42	37	-0.9
Alabama	6	55	56	54	53	-0.3
Birmingham	7	37	39	39	35	-0.4
Alabama	7	50	51	50	48	-0.4
Birmingham	8	45	43	44	40	-0.9
Alabama	8	54	54	53	51	-0.5

Math	Grade	1999	2000	2001	2002	Annualized Change in NCE's
Birmingham	3	46	46	48	45	-0.2
Alabama	3	56	57	56	54	-0.4
Birmingham	4	49	49	48	43	-1.1
Alabama	4	59	59	58	56	-0.5
Birmingham	5	51	52	50	NA	-0.3
Alabama	5	58	58	57	NA	-0.3
Birmingham	6	46	50	50	42	-0.7
Alabama	6	63	64	62	59	-0.7
Birmingham	7	40	41	42	NA	0.5
Alabama	7	55	56	55	NA	0.0
Birmingham	8	41	42	42	36	-0.9
Alabama	8	54	55	54	53	-0.2

Alabama High School Graduation Exam
Percent Passing

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Birmingham	11	NA	75	80	79	2
Alabama	11	NA	83	88	86	1.5
Math						
Birmingham	11	NA	NA	64	65	1
Alabama	11	NA	NA	83	79	-4

DISTRICT BOSTON
STATE MASSACHUSETTS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Massachusetts Comprehensive Assessment System (MCAS)**	**First Year Reported**	**1998**
Grades Tested	**3-4, 6-8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	BOSTON		MASSACHUSETTS	
	1995-96	2000-01	1995-96	2000-01
Number of Students	63,293*	63,024	915,007	975,150
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.0	NA	24.3
Percent of Students with IEPs	20.7	19.7	17.0	16.4
Percent English Language Learners	NA	21.0	NA	5.0
Percent African American	47.9	48.4	8.2	8.5
Percent Hispanic	24.6	27.4	9.3	10.7
Percent White	17.8	14.7	78.5	76.1
Percent Other	9.6	9.4	4.0	4.7
Number of FTE Teachers	4,080	5,519	62,710	67,432
Student-Teacher Ratio	15.5	11.4*	14.6	14.5
Number of Schools	123	131	1,850	1,905
Current Expenditures Per Pupil [2]	$9,126	$11,040	$7,033	$8,260

Boston as a Percentage of Massachusetts' Public Schools	1995-96	2000-01
Percent of Students	6.9	6.5
Percent of FRPL	NA	19.1
Percent of IEPs	4.7	7.8
Percent of ELLs	NA	26.9
Percent of Schools	6.6	6.9
Percent of Teachers	8.5	8.2
Percent of State Revenue [3]	7.1	7.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Boston
Massachusetts Comprehensive Assessment System (MCAS) Tests
Percent Scoring Proficient/Above

	Grade	1998	1999	2000	2001	2002	Annualized Change
English Language Arts							
Boston	3	NA	NA	NA	30	35	5.0
Massachusetts	3	NA	NA	NA	62	67	5.0
Boston	4	4	5	6	24	24	5.0
Massachusetts	4	20	21	20	51	54	8.5
Boston	7	NA	NA	NA	33	40	7.0
Massachusetts	7	NA	NA	NA	55	64	9.0
Boston	8	30	34	36	41	NA	NA
Massachusetts	8	55	56	62	67	NA	NA
Boston	10	18	19	22	31	34	4.0
Massachusetts	10	38	34	36	51	59	5.3
Math							
Boston	4	8	15	14	14	15	1.8
Massachusetts	4	34	36	40	34	39	1.3
Boston	6	NA	NA	NA	14	16	2.0
Massachusetts	6	NA	NA	NA	36	41	5.0
Boston	8	14	17	15	20	19	1.3
Massachusetts	8	31	28	34	34	34	0.8
Boston	10	13	15	22	28	24	2.8
Massachusetts	10	24	24	33	45	44	5.0

DISTRICT BROWARD COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4,5,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	BROWARD COUNTY		FLORIDA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	207,345*	251,129	2,176,222	2,434,821
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.6*	37.1	NA	44.3
Percent of Students with IEPs	10.8	11.5	13.4	15.0
Percent English Language Learners	NA	10.9	NA	7.7
Percent African American	34.8*	36.4	25.3	25.2
Percent Hispanic	13.3*	19.4	15.3	19.4
Percent White	49.1*	41.2	57.5	53.3
Percent Other	2.8	3.0	2.0	2.1
Number of FTE Teachers	11,341*	11,822	114,938	132,030
Student-Teacher Ratio	18.3*	20.2	18.9	18.4
Number of Schools	187*	243	2,760	3,316
Current Expenditures Per Pupil [2]	$5,178	$5,650	$5,275	$5,790
Broward as a Percentage of Florida's Public Schools			**1995-96**	**2000-01**
Percent of Students			9.5	10.3
Percent of FRPL			NA	8.6
Percent of IEPs			7.7	7.9
Percent of ELLs			NA	14.6
Percent of Schools			6.8	7.3
Percent of Teachers			9.9	9.0
Percent of State Revenue [3]			10.6	9.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Broward County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

	Grade	1999*	2000	2001	2002	Annualized Change
Reading						
Broward	4	49	51	54	59	3.3
Florida	4	48	52	53	54	2.0
Broward	8	46	43	44	47	0.3
Florida	8	44	39	43	45	0.3
Broward	10	26	27	37	35	3.0
Florida	10	30	29	37	36	2.0
Math						
Broward	5	40	46	52	55	5.0
Florida	5	35	46	48	48	4.3
Broward	8	47	52	58	55	2.7
Florida	8	44	51	55	53	3.0
Broward	10	44	49	60	62	6.0
Florida	10	47	51	59	60	4.3

* Asterik indicates that data has been updated by the school district.

Broward County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999*	2000*	2001	2002	Change in Gap
Broward	4						
African American		25	29	32	39	44	
Gap		*-42*	*-36*	*-35*	*-30*	*-27*	*-15*
White		67	65	67	69	71	
Gap		*-22*	*-20*	*-23*	*-18*	*-17*	*-5*
Hispanic		45	45	44	51	54	
Florida	4						
African American		23	26	32	31	36	
Gap		*-42*	*-41*	*-39*	*-35*	*-31*	*-11*
White		65	67	71	66	67	
Gap		*-27*	*-26*	*-23*	*-23*	*-21*	*-6*
Hispanic		38	41	48	43	46	
Broward	8						
African American		22	24	22	24	29	
Gap		*-36*	*-40*	*-38*	*-37*	*-35*	*-1*
White		58	64	60	61	64	
Gap		*-21*	*-24*	*-23*	*-23*	*-19*	*-2*
Hispanic		37	40	37	38	45	
Florida	8						
African American		21	24	20	21	24	
Gap		*-34*	*-37*	*-38*	*-35*	*-34*	*0*
White		55	61	58	56	58	
Gap		*-22*	*-24*	*-23*	*-25*	*-23*	*1*
Hispanic		33	37	35	31	35	
Broward	10						
African American		13	12	14	18	19	
Gap		*-24*	*-28*	*-26*	*-34*	*-29*	*5*
White		37	40	40	52	48	
Gap		*-18*	*-18*	*-19*	*-21*	*-19*	*1*
Hispanic		19	22	21	31	29	
Florida	10						
African American		12	13	13	15	14	
Gap		*-26*	*-29*	*-27*	*-34*	*-33*	*7*
White		38	42	40	49	47	
Gap		*-18*	*-19*	*-18*	*-24*	*-23*	*5*
Hispanic		20	23	22	25	24	

* Asterik indicates that data has been updated by the school district.

Broward County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999*	2000*	2001	2002	Change in Gap
Broward	5						
African American		12	19	28	34	36	
Gap		***-37***	***-37***	***-34***	***-34***	***-34***	***-3***
White		49	56	62	68	70	
Gap		***-21***	***-18***	***-19***	***-19***	***-16***	***-5***
Hispanic		28	38	43	49	54	
Florida	5						
African American		10	15	26	25	27	
Gap		***-34***	***-36***	***-37***	***-34***	***-33***	***-1***
White		44	51	63	59	60	
Gap		***-22***	***-22***	***-19***	***-19***	***-17***	***-5***
Hispanic		22	29	44	40	43	
Broward	8						
African American		20	21	29	35	34	
Gap		***-45***	***-45***	***-42***	***-41***	***-39***	***-6***
White		65	66	71	76	73	
Gap		***-23***	***-24***	***-24***	***-20***	***-19***	***-4***
Hispanic		42	42	47	56	54	
Florida	8						
African American		19	21	30	30	28	
Gap		***-40***	***-43***	***-41***	***-38***	***-39***	***-1***
White		59	64	71	68	67	
Gap		***-25***	***-26***	***-24***	***-24***	***-25***	***0***
Hispanic		34	38	47	44	42	
Broward	10						
African American		17	22	25	37	40	
Gap		***-39***	***-38***	***-42***	***-40***	***-38***	***-1***
White		56	60	67	77	78	
Gap		***-23***	***-22***	***-21***	***-20***	***-18***	***-5***
Hispanic		33	38	46	57	60	
Florida	10						
African American		15	22	26	32	32	
Gap		***-39***	***-41***	***-44***	***-40***	***-41***	***2***
White		54	63	70	72	73	
Gap		***-24***	***-25***	***-26***	***-24***	***-25***	***1***
Hispanic		30	38	44	48	48	

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DISTRICT BUFFALO
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	BUFFALO		NEW YORK	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	47,998*	54,785*	2,813,230	2,882,188
Percent Free & Reduced Price Lunch Eligible (FRPL)	76.5*	74.5	NA	42.9
Percent of Students with IEPs	15.1*	21.0*	12.9	14.8
Percent English Language Learners	6.7*	6.1*	NA	8.0
Percent African American	53.1	54.2*	20.2	20.2
Percent Hispanic	10.1*	11.2*	17.4	18.5
Percent White	34.3*	31.6*	56.9	54.9
Percent Other	2.5	2.9*	5.4	6.4
Number of FTE Teachers	3,820*	3,646*	181,559	206,961
Student-Teacher Ratio	12.5*	15.0*	15.5	13.9
Number of Schools	76	76	4,149	4,336
Current Expenditures Per Pupil [2]	$8,724	$9,681	$8,361	$9,344

Buffalo as a Percentage of New York's Public Schools	**1995-96**	**2000-01**
Percent of Students	1.7	1.9
Percent of FRPL	NA	2.8
Percent of IEPs	1.9	2.7
Percent of ELLs	NA	1.4
Percent of Schools	1.8	1.8
Percent of Teachers	2.1	1.8
Percent of State Revenue [3]	2.7	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Buffalo
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	2002	Annualized Change
English Language Arts						
Buffalo	4	29.2	32.7	37.7	34.1	1.6
New York State	4	48.1	58.7	60.0	61.5	4.5
Buffalo	8	31.3	22.7	23.3	19.8	-3.8
New York State	8	48.1	44.9	44.9	44.3	-1.3
Math						
Buffalo	4	53.9	42.5	50.1	44.9	-3.0
New York State	4	66.7	65.0	69.1	67.6	0.3
Buffalo	8	22.3	19.5	16.0	25.5	1.1
New York State	8	37.9	40.3	39.4	47.7	3.3

DISTRICT CHARLOTTE-MECKLENBURG
STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**North Carolina End-of-Grade Tests**	**First Year Reported**	**1997**
Grades Tested	**3-8**	**How Reported**	**Percent At/Above Grade Level**

DEMOGRAPHICS [1]	CHARLOTTE-MECKLENBURG		NORTH CAROLINA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	87,597*	103,336	1,156,885*	1,293,638
Percent Free & Reduced Price Lunch Eligible (FRPL)	34.1*	35.3	NA	36.4
Percent of Students with IEPs	9.8*	11.8	12.6	13.9
Percent English Language Learners	1.8*	5.4	NA	3.4
Percent African American	40.5*	43.0	30.7	31.3
Percent Hispanic	2.1*	5.5	1.9	4.4
Percent White	53.3*	46.6	64.6	61.0
Percent Other	4.1*	4.9	2.8	3.3
Number of FTE Teachers	5,201*	6,562	73,201	83,680
Student-Teacher Ratio	16.8*	15.4	15.8	15.5
Number of Schools	126	135	1,985	2,207
Current Expenditures Per Pupil [2]	$5,093	$6,193	$4,719	$5,656

Charlotte-Mecklenburg as a Percentage of North Carolina's Public Schools	**1995-96**	**2000-01**
Percent of Students	7.6	8.0
Percent of FRPL	NA	7.8
Percent of IEPs	5.8	6.8
Percent of ELLs	NA	12.6
Percent of Schools	6.8	6.1
Percent of Teachers	7.3	7.8
Percent of State Revenue [3]	7.1	7.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Charlotte-Mecklenburg
NC End-of-Grade Test
Percent At/Above Grade Level

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change
Reading								
Charlotte	3	63	70	72	72	75	78	3.0
North Carolina	3	66	72	74	74	76	80	2.8
Charlotte	4	62	68	68	69	72	74	2.4
North Carolina	4	68	71	71	72	75	77	1.8
Charlotte	5	66	71	72	75	82	81	3.1
North Carolina	5	71	75	76	79	83	85	2.7
Charlotte	6	62	65	66	64	66	71	1.8
North Carolina	6	67	70	72	70	71	74	1.4
Charlotte	7	63	65	71	69	71	73	1.9
North Carolina	7	68	71	77	75	75	77	1.7
Charlotte	8	67	74	75	77	78	81	2.8
North Carolina	8	75	80	80	82	83	85	2.0
Math								
Charlotte	3	65	64	68	69	72	76	2.1
North Carolina	3	70	68	70	72	74	77	1.5
Charlotte	4	69	75	77	80	84	88	3.8
North Carolina	4	75	79	83	85	87	89	2.8
Charlotte	5	68	73	78	79	85	87	3.7
North Carolina	5	73	78	82	83	87	88	3.1
Charlotte	6	69	70	73	73	78	85	3.3
North Carolina	6	73	78	81	81	83	86	2.7
Charlotte	7	65	70	76	73	76	79	2.9
North Carolina	7	71	77	82	81	81	83	2.5
Charlotte	8	60	68	69	72	74	79	3.8
North Carolina	8	69	76	78	81	80	82	2.6

Charlotte-Mecklenberg
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	Change in Gap
Charlotte-Mecklenberg	4						
African American		45.9	49.2	50.1	54.4	57.8	
Gap		***-38.8***	***-35.2***	***-36.3***	***-33.5***	***-31.9***	***-6.9***
White		84.7	84.4	86.4	87.9	89.7	
Gap		***-24.3***	***-27.3***	***-30.0***	***-23.3***	***-24.3***	***0.0***
Hispanic		60.4	57.1	56.4	64.6	65.4	
North Carolina	4						
African American		52.3	53.0	53.6	57.3	61.5	
Gap		***-27.9***	***-27.8***	***-28.0***	***-26.5***	***-24.2***	***-3.7***
White		80.2	80.8	81.6	83.8	85.7	
Gap		***-23.0***	***-22.5***	***-22.0***	***-19.7***	***-18.8***	***-4.2***
Hispanic		57.2	58.3	59.6	64.1	66.9	
Charlotte-Mecklenberg	8						
African American		54.3	56.1	59.9	63.2	68.9	
Gap		***-36.2***	***-34.4***	***-31.0***	***-29.4***	***-25.3***	***-10.9***
White		90.5	90.5	90.9	92.6	94.2	
Gap		***-29.7***	***-24.7***	***-20.5***	***-24.7***	***-27.3***	***-2.4***
Hispanic		60.8	65.8	70.4	67.9	66.9	
North Carolina	8						
African American		63.8	64.1	68.3	69.2	72.4	
Gap		***-23.1***	***-23.4***	***-21.0***	***-21.2***	***-19.5***	***-3.6***
White		86.9	87.5	89.3	90.4	91.9	
Gap		***-22.2***	***-21.4***	***-19.6***	***-18.9***	***-20.8***	***-1.4***
Hispanic		64.7	66.1	69.7	71.5	71.1	

Charlotte-Mecklenberg
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	Change in Gap
Charlotte-Mecklenberg	4						
African American		55.0	60.5	65.2	71.5	78.7	
Gap		***-34.8***	***-30.5***	***-27.6***	***-23.8***	***-17.8***	***-17.0***
White		89.8	91.0	92.8	95.3	96.5	
Gap		***-23.3***	***-23.0***	***-19.9***	***-17.1***	***-13.2***	***-10.1***
Hispanic		66.5	68.0	72.9	78.2	83.3	
North Carolina	4						
African American		62.7	68.2	70.7	74.8	79.1	
Gap		***-24.5***	***-21.4***	***-20.4***	***-18.2***	***-15.0***	***-9.5***
White		87.2	89.6	91.1	93.0	94.1	
Gap		***-16.8***	***-12.7***	***-11.2***	***-10.3***	***-8.4***	***-8.4***
Hispanic		70.4	76.9	79.9	82.7	85.7	
Charlotte-Mecklenberg	8						
African American		45.1	48.3	51.0	55.8	65.4	
Gap		***-40.5***	***-37.3***	***-37.6***	***-34.3***	***-27.2***	***-13.3***
White		85.6	85.6	88.6	90.1	92.6	
Gap		***-29.3***	***-21.1***	***-21.9***	***-27.3***	***-25.8***	***-3.5***
Hispanic		56.3	64.5	66.7	62.8	66.8	
North Carolina	8						
African American		57.1	59.0	63.9	63.3	67.5	
Gap		***-27.8***	***-27.1***	***-24.4***	***-23.9***	***-22.0***	***-5.8***
White		84.9	86.1	88.3	87.2	89.5	
Gap		***-19.0***	***-20.1***	***-18.0***	***-18.8***	***-18.3***	***-0.7***
Hispanic		65.9	66.0	70.3	68.4	71.2	

Charlotte
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap
Charlotte	4			
Eligible for FRPL		51.6	55.1	
Gap		***-35.0***	***-32.8***	***-2.2***
Not Eligible		86.6	87.9	
North Carolina	4			
Eligible for FRPL		60.0	64.2	
Gap		***-25.0***	***-22.9***	***-2.1***
Not Eligible		85.0	87.1	
Charlotte	8			
Eligible for FRPL		58.8	63.4	
Gap		***-30.7***	***-27.9***	***-2.8***
Not Eligible		89.5	91.3	
North Carolina	8			
Eligible for FRPL		68.2	73.0	
Gap		***-20.5***	***-18.1***	***-2.4***
Not Eligible		88.7	91.1	

Math	Grade	2001	2002	Change in Gap
Charlotte	4			
Eligible for FRPL		70.8	78.0	
Gap		***-22.9***	***-17.3***	***-5.6***
Not Eligible		93.7	95.3	
North Carolina	4			
Eligible for FRPL		77.9	81.8	
Gap		***-15.3***	***-12.8***	***-2.5***
Not Eligible		93.2	94.6	
Charlotte	8			
Eligible for FRPL		53.4	62.1	
Gap		***-31.9***	***-26.6***	***-5.3***
Not Eligible		85.3	88.7	
North Carolina	8			
Eligible for FRPL		63.2	69.7	
Gap		***-22.0***	***-18.7***	***-3.3***
Not Eligible		85.2	88.4	

Charlotte-Mecklenberg
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap	Math	Grade	2001	2002	Change in Gap
Charlotte	4				Charlotte	4			
LEP		45.6	47.4		LEP		67.9	79.0	
Gap		***-26.5***	***-27.4***	***0.9***	***Gap***		***-16.2***	***-9.1***	***-7.1***
Non-LEP		72.1	74.8		Non-LEP		84.1	88.1	
North Carolina	4				North Carolina	4			
LEP		47.0	51.9		LEP		74.9	79.5	
Gap		***-28.1***	***-25.8***	***-2.3***	***Gap***		***-12.1***	***-9.7***	***-2.4***
Non-LEP		75.1	77.7		Non-LEP		87.0	89.2	
Charlotte	8				Charlotte	8			
LEP		50.5	53.4		LEP		52.2	60.9	
Gap		***-28.6***	***-28.6***	***0.0***	***Gap***		***-22.1***	***-18.7***	***-3.4***
Non-LEP		79.1	82.0		Non-LEP		74.3	79.6	
North Carolina	8				North Carolina	8			
LEP		49.7	53.9		LEP		54.9	62.9	
Gap		***-34.0***	***-31.7***	***-2.3***	***Gap***		***-24.9***	***-19.6***	***-5.3***
Non-LEP		83.7	85.6		Non-LEP		79.8	82.5	

Charlotte-Mecklenberg
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap	**Math**	Grade	2001	2002	Change in Gap
Charlotte	4				Charlotte	4			
Students with Disabilities		38.5	46.0		Students with Disabilities		60.7	70.1	
Gap		***-36.4***	***-30.5***	***-5.9***	***Gap***		***-25.7***	***-19.6***	***-6.1***
Non-Disabled Students		74.9	76.5		Non-Disabled Students		86.4	89.7	
North Carolina	4				North Carolina	4			
Students with Disabilities		44.1	49.6		Students with Disabilities		68.2	72.8	
Gap		***-34.5***	***-31.0***	***-3.5***	***Gap***		***-21.1***	***-18.3***	***-2.8***
Non-Disabled Students		78.6	80.6		Non-Disabled Students		89.3	91.1	
Charlotte	8				Charlotte	8			
Students with Disabilities		34.7	42.1		Students with Disabilities		32.1	40.2	
Gap		***-48.1***	***-42.7***	***-5.4***	***Gap***		***-45.8***	***-42.5***	***-3.3***
Non-Disabled Students		82.8	84.8		Non-Disabled Students		77.9	82.7	
North Carolina	8				North Carolina	8			
Students with Disabilities		48.4	53.8		Students with Disabilities		44.6	50.7	
Gap		***-39.2***	***-35.1***	***-4.1***	***Gap***		***-39.2***	***-35.4***	***-3.8***
Non-Disabled Students		87.6	88.9		Non-Disabled Students		83.8	86.1	

DISTRICT CHICAGO
STATE ILLINOIS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Illinois Standards Achievement Test (ISAT)**	**First Year Reported**	**1999**
Grades Tested	**3,5, & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	CHICAGO		ILLINOIS	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	412,921	435,261	1,943,623	2,048,792
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.0*	NA	NA
Percent of Students with IEPs	4.0	11.9	11.6	14.0
Percent English Language Learners	NA	13.3	NA	6.2
Percent African American	54.5	52.0	21.1	21.3
Percent Hispanic	31.3	34.9	12.2	15.4
Percent White	10.8	9.6	63.6	59.8
Percent Other	3.4	3.6	3.1	3.5
Number of FTE Teachers	22,941	23,935	113,538	127,620
Student-Teacher Ratio	18.0	18.4	17.1	16.1
Number of Schools	555	602	4,142	4,342
Current Expenditures Per Pupil [2]	$6,040	$7,212	$5,519	$6,762

Chicago as a Percentage of Illinois' Public Schools	**1995-96**	**2000-01**
Percent of Students	21.2	21.2
Percent of FRPL	NA	NA
Percent of IEPs	7.4	18.0
Percent of ELLs	NA	45.7
Percent of Schools	13.4	13.9
Percent of Teachers	20.2	18.8
Percent of State Revenue [3]	27.6	29.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Chicago
Illinois State Assessment Test (ISAT)
Pecent Meeting/Exceeding Standard

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Chicago	3	33	33	36	35	0.7
Illinois	3	61	62	62	63	0.7
Chicago	5	37	33	34	37	0.0
Illinois	5	61	59	59	59	-0.7
Chicago	8	57	57	48	55	-0.7
Illinois	8	72	72	66	68	-1.3
Math						
Chicago	3	41	37	47	46	1.7
Illinois	3	68	69	74	74	2.0
Chicago	5	29	28	32	36	2.3
Illinois	5	56	57	61	63	2.3
Chicago	8	19	20	25	31	4.0
Illinois	8	43	47	50	52	3.0

DISTRICT CLARK COUNTY
STATE NEVADA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**TerraNova**	**First Year Reported**	**1998**
Grades Tested	**4,8, & 10**	**How Reported**	**Percent in Quartile**

DEMOGRAPHICS [1]	CLARK COUNTY		NEVADA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	166,788	231,655	265,041	340,706
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	34.7	NA	27.3
Percent of Students with IEPs	10.2	10.6	10.6	11.2
Percent English Language Learners	NA	14.0*	NA	NA
Percent African American	13.8	13.9	9.8	10.2
Percent Hispanic	19.4	28.8	17.2	25.7
Percent White	60.7	49.9	66.5	56.7
Percent Other	6.2	7.5	6.4	7.4
Number of FTE Teachers	8,186	11,769	13,878	18,294
Student-Teacher Ratio	20.4	18.5	19.1	18.6
Number of Schools	198	259	423	511
Current Expenditures Per Pupil [2]	$4,691	$5,402	$4,892	$5,587
Clark County as a Percentage of Nevada's Public Schools			**1995-96**	**2000-01**
Percent of Students			62.9	68.0
Percent of FRPL			NA	86.5
Percent of IEPs			60.6	64.2
Percent of ELLs			NA	NA
Percent of Schools			46.8	50.7
Percent of Teachers			59.0	64.3
Percent of State Revenue [3]			56.4	55.4

Source: U.S. Department of Education. National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Clark County
TerraNova-CTBS/5 [4]
National Percentile Ranks

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading								
Clark County	4	48	48	48	48	49	49	0.1
Nevada	4	49	48	49	48	50	50	0.1
Clark County	8	50	50	52	49	49	48	-0.2
Nevada	8	52	52	53	51	51	50	-0.2
Clark County	10	NA	55	50	51	53	51	-0.5
Nevada	10	NA	56	53	53	56	54	-0.3
Math								
Clark County	4	50	54	56	59	59	55	0.5
Nevada	4	48	50	53	56	57	58	1.1
Clark County	8	47	47	49	48	51	51	0.4
Nevada	8	48	47	49	49	52	52	0.4
Clark County	10	NA	52	51	53	58	53	0.1
Nevada	10	NA	53	52	53	60	56	0.4

TerraNova-CTBS/5 [5]
Percent in Top Quarter

	Grade	1999	2000	2001	2002	2003	Annualized Change
Reading							
Clark County	4	19	16	18	19	20	0.3
Nevada	4	20	17	19	20	NA	NA
Clark County	8	24	24	24	24	23	-0.3
Nevada	8	26	26	25	25	NA	NA
Clark County	10	27	25	25	26	24	-0.8
Nevada	10	28	27	26	28	NA	NA
Math							
Clark County	4	26	29	32	32	32	1.5
Nevada	4	23	26	29	30	NA	NA
Clark County	8	23	24	24	25	25	0.5
Nevada	8	22	24	24	26	NA	NA
Clark County	10	26	26	29	32	28	0.5
Nevada	10	27	27	29	33	NA	NA

[4] The TerraNova is administered in October of each school year. The score under 2002 is for the fall administration during the 2001-2002 school year.

[5] The state of Nevada stopped administering the TerraNova in the 2002-2003 school year. Clark County continued to administer the test and the fall 2002 score is reported here under 2003. The 2001-2002 scores were used for summary statistics.

DISTRICT CLEVELAND
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	CLEVELAND		OHIO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	74,380	74,193*	1,836,015	1,835,049
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	80.1	NA	26.3
Percent of Students with IEPs	4.5	17.2	3.7	12.5
Percent English Language Learners	NA	NA	NA	NA
Percent African American	70.5	71.3	15.3	16.3
Percent Hispanic	7.5	8.4	1.4	1.7
Percent White	20.7	19.3	82.2	80.7
Percent Other	1.3	1.0	1.1	1.3
Number of FTE Teachers	4,323	5,625	107,347	118,361
Student-Teacher Ratio	17.2	14.3	17.1	15.5
Number of Schools	131	125	3,865	3,916
Current Expenditures Per Pupil [2]	$6,616	$7,358	$5,669	$6,627

Cleveland as a Percentage of Ohio's Public Schools	**1995-96**	**2000-01**
Percent of Students	4.1	4.0
Percent of FRPL	NA	12.0
Percent of IEPs	4.9	5.5
Percent of ELLs	NA	NA
Percent of Schools	3.4	3.2
Percent of Teachers	4.0	4.8
Percent of State Revenue [3]	6.2	5.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Cleveland
State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Cleveland	4	18.4	28.0	22.6	37.0	33.7	33.2	40.1	3.6
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	3.7
Cleveland	6	11.7	12.6	17.4	17.7	17.6	22.1	21.3	1.6
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	2.5
Cleveland	9	52.3	55.1	55.4	64.4	65.8	73.9	73.4	3.5
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	1.1
Cleveland	12	52.2	39.6	32.3	38.3	40.5	53.4	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA
Math									
Cleveland	4	18.4	19.6	22.4	36.1	34.3	37.9	43.9	4.3
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	3.1
Cleveland	6	9.6	10.8	12.2	13.9	15.8	23.5	23.6	2.3
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	2.9
Cleveland	9	18.5	21.4	21.2	27.5	29.0	33.7	33.6	2.5
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	1.6
Cleveland	12	19.5	14.0	16.6	20.2	28.8	33.8	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA

DISTRICT COLUMBUS
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	COLUMBUS		OHIO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	63,082	64,511	1,836,015	1,835,049
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	57.5*	NA	26.3
Percent of Students with IEPs	12.3*	11.5	3.7	12.5
Percent English Language Learners	NA	NA	NA	NA
Percent African American	53.8*	58.4	15.3	16.3
Percent Hispanic	0.8*	1.8	1.4	1.7
Percent White	41.8*	37.1	82.2	80.7
Percent Other	3.6*	2.6	1.1	1.3
Number of FTE Teachers	3,799*	4,090	107,347	118,361
Student-Teacher Ratio	16.6	18.2	17.1	15.5
Number of Schools	144	146	3,865	3,916
Current Expenditures Per Pupil[2]	$6,991	$7,249	$5,669	$6,627

Columbus as a Percentage of Ohio's Public Schools	**1995-96**	**2000-01**
Percent of Students	3.4	3.5
Percent of FRPL	NA	7.5
Percent of IEPs	11.4	3.5
Percent of ELLs	NA	0.3
Percent of Schools	3.7	3.7
Percent of Teachers	3.5	3.5
Percent of State Revenue [3]	3.4	3.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Columbus
State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Columbus	4	25.5	31.6	26.8	36.9	37.0	35.8	45.1	3.3
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	3.7
Columbus	6	22.1	27.1	28.7	25.1	25.6	28.5	31.2	1.5
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	2.5
Columbus	9	69.5	70.7	73.6	75.5	74.2	76.1	81.2	2.0
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	1.1
Columbus	12	57.2	54.8	49.8	52.7	46.4	57.5	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA
Math									
Columbus	4	24.5	19.5	18.5	26.7	27.0	36.1	39.7	2.5
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	3.1
Columbus	6	23.2	27.0	21.5	21.8	27.0	37.1	41.0	3.0
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	2.9
Columbus	9	35.2	36.6	38.9	42.9	44.0	47.7	48.5	2.2
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	1.6
Columbus	12	27.4	28.3	29.0	31.5	34.6	40.8	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA

DISTRICT DALLAS
STATE TEXAS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8 & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	DALLAS		TEXAS	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	148,839	161,548	3,740,260*	4,059,619
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	70.7	NA	44.9
Percent of Students with IEPs	8.8	8.1	11.5*	11.9
Percent English Language Learners	NA	32.8	12.8*	14.1
Percent African American	42.6	35.9	14.3	14.4
Percent Hispanic	43.4	54.5	36.7	40.6
Percent White	11.9	7.8	46.4	42.0
Percent Other	2.2	1.8	2.6	3.0
Number of FTE Teachers	8,922	10,637	240,371	274,826
Student-Teacher Ratio	16.9	15.5	15.6	14.8
Number of Schools	172	221	6,638	7,519
Current Expenditures Per Pupil [2]	$5,146	$5,425	$5,016	$5,685

Dallas as a Percentage of Texas' Public Schools	**1995-96**	**2000-01**
Percent of Students	4.0	4.0
Percent of FRPL	NA	6.3
Percent of IEPs	3.0	2.7
Percent of ELLs	NA	9.3
Percent of Schools	3.1	2.9
Percent of Teachers	3.7	3.9
Percent of State Revenue [3]	2.0	1.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Dallas

Texas Assessment of Academic Skills (TAAS) [1]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading											
Dallas	3	60.8	65.4	63.2	62.8	71.9	74.9	70.5	72.6	76.6	2.0
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	88.0	1.3
Dallas	4	57.7	62.3	61.1	63.6	73.6	75.5	71.8	75.4	81.0	2.9
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	92.5	2.1
Dallas	5	58.8	62.2	66.9	65.5	71.7	70.9	68.7	73.8	82.1	2.9
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	92.7	1.9
Dallas	6	61.1	66.3	70.7	74.1	75.5	77.9	75.4	75.5	81.7	2.6
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	88.2	1.8
Dallas	7	57.6	62.0	70.0	70.8	68.6	66.6	65.7	73.4	81.9	3.0
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	91.3	1.9
Dallas	8	57.3	58.9	65.7	70.5	71.6	79.7	79.3	81.0	88.3	3.9
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	94.3	2.1
Dallas	10	62.8	62.3	70.6	77.8	78.8	80.0	83.7	83.4	90.4	3.5
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	94.5	2.1
Math											
Dallas	3	45.3	55.5	58.9	61.8	60.1	64.3	57.8	66.5	76.6	3.9
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	87.4	3.1
Dallas	4	46.1	55.3	61.7	62.9	68.0	72.7	65.2	75.8	83.4	4.7
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	94.1	4.3
Dallas	5	45.6	54.0	61.7	67.5	72.6	74.4	76.2	82.7	89.0	5.4
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	96.2	4.2
Dallas	6	53.6	54.2	70.8	72.5	75.5	79.8	79.3	85.7	90.3	4.6
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	93.8	4.1
Dallas	7	44.0	43.6	54.9	63.7	65.7	69.2	72.9	75.4	84.0	5.0
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	92.2	4.1
Dallas	8	38.8	38.1	54.7	59.5	70.0	74.4	78.2	80.7	85.7	5.9
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	92.9	4.3
Dallas	10	41.2	46.3	54.8	60.6	67.2	70.7	77.1	83.1	86.8	5.7
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	92.2	4.2

[4]Texas reported TAAS results for only non-Special Education students fron 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language versions of the TAAS.

Dallas
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Dallas	4										
African American		47.8	52.6	52.8	56.6	69.9	71.0	73.6	74.9	80.3	
Gap		*-31.7*	*-30.5*	*-26.6*	*-26.6*	*-16.3*	*-16.0*	*-15.9*	*-16.9*	*-12.7*	*-19.0*
White		79.5	83.1	79.4	83.2	86.2	87.0	89.5	91.8	93.0	
Gap		*-16.3*	*-15.1*	*-13.0*	*-17.3*	*-11.9*	*-8.9*	*-22.2*	*-18.5*	*-13.0*	*-3.3*
Hispanic		63.2	68.0	66.4	65.9	74.3	78.1	67.3	73.3	80.0	
Texas	4										
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	86.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-12.0*	*-9.7*	*-17.7*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	96.5	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-8.5*	*-6.8*	*-12.4*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	89.7	
Dallas	8										
African American		51.6	52.9	58.2	67.0	71.1	79.9	79.9	81.6	89.5	
Gap		*-31.4*	*-27.2*	*-28.7*	*-22.6*	*-15.6*	*-11.0*	*-12.9*	*-11.0*	*-5.2*	*-26.2*
White		83.0	80.1	86.9	89.6	86.7	90.9	92.8	92.6	94.7	
Gap		*-27.9*	*-21.7*	*-18.9*	*-20.4*	*-18.5*	*-14.1*	*-16.6*	*-13.7*	*-7.9*	*-20.0*
Hispanic		55.1	58.4	68.0	69.2	68.2	76.8	76.2	78.9	86.8	
Texas	8										
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	92.1	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-8.4*	*-5.4*	*-22.4*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	97.5	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-9.0*	*-6.5*	*-18.1*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	91.0	
Dallas	10										
African American		58.5	58.0	71.5	80.7	80.6	83.1	87.6	86.0	92.9	
Gap		*-29.4*	*-29.7*	*-17.6*	*-13.0*	*-16.5*	*-12.8*	*-7.8*	*-10.4*	*-4.9*	*-24.5*
White		87.9	87.7	89.1	93.7	97.1	95.9	95.4	96.4	97.8	
Gap		*-30.4*	*-30.2*	*-26.5*	*-24.4*	*-25.0*	*-22.6*	*-17.4*	*-17.3*	*-10.5*	*-19.9*
Hispanic		57.5	57.5	62.6	69.3	72.1	73.3	78.0	79.1	87.3	
Texas	10										
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	92.5	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-11.9*	*-5.4*	*-20.8*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	97.9	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.5*	*-7.4*	*-18.2*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	90.5	

Dallas
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Dallas	4										
African American		36.0	45.2	52.4	53.7	61.9	66.1	62.7	71.7	80.4	
Gap		*-31.3*	*-31.4*	*-26.6*	*-28.5*	*-21.2*	*-18.2*	*-21.8*	*-17.5*	*-12.5*	*-18.8*
White		67.3	76.6	79.0	82.2	83.1	84.3	84.5	89.2	92.9	
Gap		*-14.9*	*-15.2*	*-10.3*	*-14.2*	*-12.6*	*-6.7*	*-20.9*	*-12.6*	*-8.7*	*-6.2*
Hispanic		52.4	61.4	68.7	68.0	70.5	77.6	63.6	76.6	84.2	
Texas	4										
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	88.6	
Gap		*-32.4*	*-32.1*	*-26.1*	*-23.9*	*-18.8*	*-19.0*	*-17.7*	*-12.7*	*-8.5*	*-23.9*
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	97.1	
Gap		*-21.6*	*-20.1*	*-15.1*	*-13.1*	*-9.7*	*-8.5*	*-10.3*	*-6.7*	*-4.6*	*-17.0*
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	92.5	
Dallas	8										
African American		31.9	31.4	45.8	53.6	66.8	71.8	75.8	77.9	83.5	
Gap		*-34.6*	*-32.8*	*-34.4*	*-29.8*	*-16.9*	*-15.9*	*-15.9*	*-13.7*	*-10.0*	*-24.6*
White		66.5	64.2	80.2	83.4	83.7	87.7	91.7	91.6	93.5	
Gap		*-29.6*	*-28.4*	*-23.2*	*-24.4*	*-14.5*	*-14.1*	*-14.0*	*-10.5*	*-7.3*	*-22.3*
Hispanic		36.9	35.8	57.0	59.0	69.2	73.6	77.7	81.1	86.2	
Texas	8										
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	86.8	
Gap		*-39.6*	*-41.4*	*-35.2*	*-29.1*	*-20.6*	*-18.2*	*-13.4*	*-11.1*	*-9.8*	*-29.8*
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	96.6	
Gap		*-31.6*	*-34.9*	*-27.2*	*-22.7*	*-16.4*	*-12.4*	*-9.1*	*-7.5*	*-6.4*	*-25.2*
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	90.2	
Dallas	10										
African American		33.4	41.0	52.3	59.8	64.4	67.5	74.1	82.8	86.7	
Gap		*-35.2*	*-31.5*	*-26.0*	*-23.3*	*-23.6*	*-23.8*	*-17.8*	*-10.8*	*-9.3*	*-25.9*
White		68.6	72.5	78.3	83.1	88.0	91.3	91.9	93.6	96.0	
Gap		*-30.5*	*-31.5*	*-29.4*	*-29.9*	*-24.4*	*-23.2*	*-15.7*	*-12.6*	*-11.1*	*-19.4*
Hispanic		38.1	41.0	48.9	53.2	63.6	68.1	76.2	81.0	84.9	
Texas	10										
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	85.9	
Gap		*-37.3*	*-37.6*	*-33.9*	*-30.9*	*-26.7*	*-22.4*	*-18.2*	*-14.6*	*-10.6*	*-26.7*
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	96.5	
Gap		*-29.3*	*-31.2*	*-25.9*	*-25.7*	*-20.5*	*-16.1*	*-12.4*	*-10.7*	*-8.5*	*-20.8*
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	88.0	

Dallas
TAAS-Economically Disadvantaged
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Dallas	4	52.2	57.7	56.6	59.0	70.6	72.6	68.4	73.0	79.4	3.4
Texas	4	63.3	69.2	67.5	73.0	79.3	82.3	84.3	85.8	88.4	3.1
Dallas	8	51.1	53.6	60.2	65.4	68.0	75.7	76.1	78.0	86.7	4.5
Texas	8	61.9	60.5	64.3	72.7	70.4	80.7	82.7	86.5	90.5	3.6
Dallas	10	51.7	52.7	62.4	70.9	72.7	74.2	78.8	79.5	88.8	4.6
Texas	10	60.2	59.8	67.1	73.9	75.5	79.4	82.0	82.0	90.1	3.7

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Dallas	4	41.3	50.7	57.3	58.9	65.1	70.5	61.9	74.1	82.0	5.1
Texas	4	45.7	58.2	68.3	73.9	74.9	81.3	80.7	87.0	91.2	5.7
Dallas	8	32.8	32.5	49.0	55.3	67.5	70.7	75.6	79.1	84.8	6.5
Texas	8	39.9	37.8	53.4	63.6	70.0	78.7	84.5	87.9	88.8	6.1
Dallas	10	34.8	39.9	48.8	54.9	63.4	66.8	74.8	82.3	86.0	6.4
Texas	10	40.7	42.4	51.3	57.9	63.7	72.0	79.2	83.0	87.4	5.8

TAAS-Special Education
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Dallas	4	42.9	50.4	56.0	36.3	51.1	58.6	61.6	59.7	74.5	4.0
Texas	4	50.9	54.7	44.2	46.6	56.6	75.2	81.6	85.0	88.6	4.7
Dallas	8	25.2	37.1	33.7	39.4	31.5	50.3	45.5	47.2	73.4	6.0
Texas	8	41.1	36.8	37.5	44.4	45.3	63.7	68.9	76.2	85.0	5.5
Dallas	10	16.9	40.0	48.3	42.6	45.7	50.7	61.4	49.7	70.8	6.7
Texas	10	42.3	38.8	46.8	50.5	52.2	64.5	68.0	67.1	80.4	4.8

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Dallas	4	33.3	45.1	58.1	33.6	41.6	47.6	34.5	52.5	57.1	3.0
Texas	4	33.5	43.6	43.9	46.9	51.4	72.7	77.0	85.2	90.3	7.1
Dallas	8	13.6	20.9	24.3	25.0	29.6	36.7	42.6	43.5	70.2	7.1
Texas	8	19.5	19.8	24.6	30.8	40.1	58.8	70.7	77.8	81.4	7.7
Dallas	10	7.1	24.2	23.9	25.7	32.3	34.2	47.2	43.6	54.8	6.0
Texas	10	21.3	21.8	25.7	29.4	35.0	47.4	58.3	64.1	72.1	6.4

DISTRICT DAYTON
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	DAYTON		OHIO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	27,942	23,522	1,836,015	1,835,049
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.8	NA	26.3
Percent of Students with IEPs	5.3	17.0	3.7	12.5
Percent English Language Learners	NA	NA	NA	NA
Percent African American	67.8	66.6	15.3	16.3
Percent Hispanic	0.5	0.9	1.4	1.7
Percent White	31.1	26.0	82.2	80.7
Percent Other	0.6	0.4	1.1	1.3
Number of FTE Teachers	1,748	1,617	107,347	118,361
Student-Teacher Ratio	16.0	14.5	17.1	15.5
Number of Schools	50	45	3,865	3,916
Current Expenditures Per Pupil[2]	$6,905	$8,598	$5,669	$6,627

Dayton as a Percentage of Ohio's Public Schools	**1995-96**	**2000-01**
Percent of Students	1.5	1.3
Percent of FRPL	NA	3.3
Percent of IEPs	2.2	1.7
Percent of ELLs	NA	0.3
Percent of Schools	1.3	1.1
Percent of Teachers	1.6	1.4
Percent of State Revenue [3]	2.0	1.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Dayton
State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Dayton	4	20.4	27.1	18.6	27.7	23.4	24.2	22.8	0.4
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	3.7
Dayton	6	18.5	21.0	25.9	23.4	19.9	23.5	19.2	0.1
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	2.5
Dayton	9	68.0	85.8	81.5	70.6	70.4	71.0	74.3	1.1
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	1.1
Dayton	12	50.0	60.1	48.6	65.9	44.5	67.0	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA
Math									
Dayton	4	19.5	11.7	12.3	18.1	13.9	19.6	23.9	0.7
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	3.1
Dayton	6	19.4	17.2	19.3	20.4	17.9	22.7	20.2	0.1
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	2.9
Dayton	9	29.2	32.2	33.3	34.1	31.3	33.4	31.5	0.4
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	1.6
Dayton	12	24.8	30.0	31.6	37.9	34.4	42.7	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA

DISTRICT DENVER
STATE COLORADO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Colorado State Assessment Program (CSAP)**	**First Year Reported**	**1997**
Grades Tested	**3-5, 7-8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	DENVER		COLORADO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	64,322	70,847	656,279	724,508
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	59.9	NA	26.9
Percent of Students with IEPs	11.1	10.8	9.9	9.8
Percent English Language Learners	NA	27.7	NA	8.4
Percent African American	21.3	20.3	5.5	5.7
Percent Hispanic	46.4	53.1	18.4	22.0
Percent White	27.1	22.0	72.5	68.2
Percent Other	5.2	4.6	3.6	4.1
Number of FTE Teachers	3,271	4,178	35,388	41,983
Student-Teacher Ratio	19.7	17.2	18.5	17.3
Number of Schools	112	129	1,486	1,632
Current Expenditures Per Pupil[2]	$5,596	$5,897	$5,121	$5,923

Denver as a Percentage of Colorado's Public Schools	**1995-96**	**2000-01**
Percent of Students	9.8	9.8
Percent of FRPL	NA	21.7
Percent of IEPs	11.0	10.7
Percent of ELLs	NA	32.2
Percent of Schools	7.5	7.9
Percent of Teachers	9.2	10.0
Percent of State Revenue [3]	7.1	7.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Denver
Colorado State Assessment Program (CSAP)
Percent Proficient and Above

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change
Reading								
Denver	3	NA	46	43	47	49	50	1.0
Colorado	3	NA	66	67	69	72	72	1.5
Denver	4	33	32	31	38	37	35	0.4
Colorado	4	57	57	59	62	63	61	0.8
Denver	7	NA	NA	34	32	35	33	-0.3
Colorado	7	NA	NA	60	58	63	59	-0.3
Denver	10	NA	NA	NA	NA	35	39	4.0
Colorado	10	NA	NA	NA	NA	63	65	2.0
Math								
Denver	5	NA	NA	NA	NA	28	30	2.0
Colorado	5	NA	NA	NA	NA	53	55	2.0
Denver	8	NA	NA	NA	13	14	14	0.5
Colorado	8	NA	NA	NA	35	39	39	2.0
Denver	10	NA	NA	NA	NA	9	10	1.0
Colorado	10	NA	NA	NA	NA	25	27	2.0

Denver
Colorado State Assessment Program(CSAP)
Percent Proficient and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Reading							
Denver	3						
African American		37	*34*	39	45	47	
Gap		***-29***	***-35***	***-33***	***-29***	***-32***	***3.0***
White		66	*69*	72	74	79	
Gap		***-29***	***-36***	***-34***	***-34***	***-39***	***10.0***
Hispanic		37	*33*	38	40	40	
Colorado	3						
African American		45	43	48	54	55	
Gap		***-28***	***-32***	***-30***	***-27***	***-26***	***-2.0***
White		73	75	78	81	81	
Gap		***-28***	***-30***	***-29***	***-30***	***-30***	***2.0***
Hispanic		45	45	49	51	51	

DISTRICT DES MOINES
STATE IOWA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Iowa Test of Basic Skills (ITBS)**	**First Year Reported**	**1999**
Grades Tested	**3,4,6-8**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	DES MOINES		IOWA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	32,104*	32,435	502,343	495,080
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.9*	44.8	NA	26.7
Percent of Students with IEPs	13.9	15.9	12.9	13.8
Percent English Language Learners	5.0*	8.2	NA	2.3
Percent African American	13.8*	14.7	3.3	4.0
Percent Hispanic	4.5*	8.4	2.1	3.6
Percent White	75.9*	70.9	92.7	90.2
Percent Other	5.9	5.4	1.9	2.2
Number of FTE Teachers	2,106	2,235	32,318	34,636
Student-Teacher Ratio	15.4	14.5	15.5	14.3
Number of Schools	65	64	1,556	1,534
Current Expenditures Per Pupil [2]	$5,912	$6,695	$5,481	$6,243

Des Moines as a Percentage of Iowa's Public Schools	**1995-96**	**2000-01**
Percent of Students	6.5	6.6
Percent of FRPL	NA	11.0
Percent of IEPs	7.0	7.6
Percent of ELLs	NA	23.7
Percent of Schools	4.2	4.2
Percent of Teachers	6.5	6.5
Percent of State Revenue [3]	6.8	7.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Des Moines [4]
ITBS [5]
National Percentiles [6]

	Grade	1999	2000	2001	2002	Annualized Change in NCEs
Total Reading	3	43	43	49	57	2.5
	4	42	47	49	56	2.5
	6	41	43	42	42	0.2
	7	43	45	42	44	0.2
	8	42	44	42	42	0.0
Total Math	3	52	53	58	54	0.3
	4	49	55	58	60	1.9
	6	48	51	48	49	0.2
	7	52	52	51	49	-0.5
	8	50	53	52	48	-0.4

[4] Iowa does not administer a state-wide assessment.
[5] Special Education students were included in test results for the first time in 1999.
[6] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT DETROIT
STATE MICHIGAN

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Michigan Educational Assessment Program**	**First Year Reported**	**1996**
Grades Tested	**4, 7, & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	DETROIT		MICHIGAN	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	174,412*	162,194	1,641,456	1,743,337
Percent Free & Reduced Price Lunch Eligible (FRPL)	68.0*	66.0*	NA	29.6
Percent of Students with IEPs	5.9	12.4	4.0	13.1
Percent English Language Learners	NA	5.1*	NA	NA
Percent African American	90.2*	91.0	18.4	19.6
Percent Hispanic	2.6*	4.1	2.7	3.5
Percent White	6.0*	3.7	76.4	72.9
Percent Other	1.2	1.2	2.5	2.8
Number of FTE Teachers	7,687	8,557	83,179	97,031
Student-Teacher Ratio	22.6	20.6	19.7	18.0
Number of Schools	259*	263	3,748	3,998
Current Expenditures Per Pupil [2]	$7,424	$7,862	$6,785	$7,432

Detroit as a Percentage of Michigan's Public Schools	**1995-96**	**2000-01**
Percent of Students	10.6	9.3
Percent of FRPL	NA	21.2
Percent of IEPs	15.7	8.9
Percent of ELLs	NA	NA
Percent of Schools	7.2	6.6
Percent of Teachers	9.2	8.8
Percent of State Revenue [3]	12.3	11.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Detroit
Michigan Educational Assessment Program
Percent Scoring Meeting & Exceeding Standards

	Grade	1996*	1997*	1998	1999	2000	2001	2002	Annualized Change
Reading									
Detroit	4	46.4	46.7	52.6	45.4	51.7	40.4	33.2	-2.2
Michigan	4	49.9	49.0	58.6	59.4	58.2	60.4	56.8	1.2
Detroit	7	30.7	36.6	32.2	34.5	33.2	30.3	21.7	-1.5
Michigan	7	42.3	40.4	48.8	53.0	48.4	57.9	50.9	1.4
Math									
Detroit	4	48.5	48.7	64.6	58.5	62.4	50.6	46.1	-0.4
Michigan	4	63.1	60.5	74.1	71.7	74.8	72.3	64.5	0.2
Detroit	7	31.5	29.1	33.7	36.0	34.5	NA	NA	NA
Michigan	7	55.0	51.4	61.4	63.2	62.8	NA	NA	NA
Detroit	8	NA	NA	NA	NA	NA	NA	20.0	NA
Michigan	8	NA	NA	NA	NA	NA	NA	53.8	NA

* Asterik indicates that data has been updated by the school district.

DISTRICT DUVAL COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4,5,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	DUVAL COUNTY		FLORIDA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	123,910	125,846	2,176,222	2,434,821
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.3	46.6	NA	44.3
Percent of Students with IEPs	15.4	16.3	13.4	15.0
Percent English Language Learners	NA	1.6	NA	7.7
Percent African American	39.9	43.3	25.3	25.2
Percent Hispanic	2.5	3.7	15.3	19.4
Percent White	54.8	50.2	57.5	53.3
Percent Other	2.8	2.9	2.0	2.1
Number of FTE Teachers	6,090	6,445	114,938	132,030
Student-Teacher Ratio	20.5?	18.5	18.9	18.4
Number of Schools	155	179	2,760	3,316
Current Expenditures Per Pupil [2]	NA	$5,241	$5,275	$5,790

Duval as a Percentage of Florida's Public Schools	**1995-96**	**2000-01**
Percent of Students	5.7	5.2
Percent of FRPL	NA	5.4
Percent of IEPs	6.5	5.6
Percent of ELLs	NA	1.1
Percent of Schools	5.6	5.4
Percent of Teachers	5.3	4.9
Percent of State Revenue [3]	NA	5.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Duval County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	Annualized Change
Duval	4	50	50	51	57	2.3
Florida	4	48	52	53	54	2.0
Duval	8	40	34	39	43	1.0
Florida	8	44	39	43	45	0.3
Duval	10	29	28	35	33	1.3
Florida	10	30	29	37	36	2.0
Math						
Duval	5	30	41	40	44	4.7
Florida	5	35	46	48	48	4.3
Duval	8	37	45	48	48	3.7
Florida	8	44	51	55	53	3.0
Duval	10	42	50	52	55	4.3
Florida	10	47	51	59	60	4.3

Duval County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Duval	4						
African American		29	33	35	33	41	
Gap		***-39***	***-38***	***-37***	***-33***	***-29***	***-10***
White		68	71	72	66	70	
Gap		***-20***	***-23***	***-13***	***-15***	***-12***	***-8***
Hispanic		48	48	59	51	58	
Florida	4						
African American		23	26	32	31	36	
Gap		***-42***	***-41***	***-39***	***-35***	***-31***	***-11***
White		65	67	71	66	67	
Gap		***-27***	***-26***	***-23***	***-23***	***-21***	***-6***
Hispanic		38	41	48	43	46	
Duval	8						
African American		21	25	21	21	24	
Gap		***-31***	***-32***	***-32***	***-33***	***-33***	***2***
White		52	57	53	54	57	
Gap		***-13***	***-12***	***-13***	***-18***	***-16***	***3***
Hispanic		39	45	40	36	41	
Florida	8						
African American		21	24	20	21	24	
Gap		***-34***	***-37***	***-38***	***-35***	***-34***	***0***
White		55	61	58	56	58	
Gap		***-22***	***-24***	***-23***	***-25***	***-23***	***1***
Hispanic		33	37	35	31	35	
Duval	10						
African American		12	13	14	16	15	
Gap		***-25***	***-29***	***-26***	***-32***	***-30***	***5***
White		37	42	40	48	45	
Gap		***-13***	***-13***	***-9***	***-18***	***-19***	***6***
Hispanic		24	29	31	30	26	
Florida	10						
African American		12	13	13	15	14	
Gap		***-26***	***-29***	***-27***	***-34***	***-33***	***7***
White		38	42	40	49	47	
Gap		***-18***	***-19***	***-18***	***-24***	***-23***	***5***
Hispanic		20	23	22	25	24	

Duval County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Duval	5						
African American		9	14	25	21	25	
Gap		***-29***	***-33***	***-37***	***-35***	***-33***	***4***
White		38	47	62	56	58	
Gap		***-12***	***-13***	***-23***	***-16***	***-12***	***0***
Hispanic		26	34	39	40	46	
Florida	5						
African American		10	15	26	25	27	
Gap		***-34***	***-36***	***-37***	***-34***	***-33***	***-1***
White		44	51	63	59	60	
Gap		***-22***	***-22***	***-19***	***-19***	***-17***	***-5***
Hispanic		22	29	44	40	43	
Duval	8						
African American		18	20	30	29	26	
Gap		***-36***	***-36***	***-37***	***-36***	***-40***	***4***
White		54	56	67	65	66	
Gap		***-20***	***-16***	***-12***	***-18***	***-14***	***-6***
Hispanic		34	40	55	47	52	
Florida	8						
African American		19	21	30	30	28	
Gap		***-40***	***-43***	***-41***	***-38***	***-39***	***-1***
White		59	64	71	68	67	
Gap		***-25***	***-26***	***-24***	***-24***	***-25***	***0***
Hispanic		34	38	47	44	42	
Duval	10						
African American		12	21	28	35	32	
Gap		***-35***	***-40***	***-41***	***-35***	***-38***	***3***
White		47	61	69	70	70	
Gap		***-16***	***-18***	***-20***	***-18***	***-20***	***4***
Hispanic		31	43	49	52	50	
Florida	10						
African American		15	22	26	32	32	
Gap		***-39***	***-41***	***-44***	***-40***	***-41***	***2***
White		54	63	70	72	73	
Gap		***-24***	***-25***	***-26***	***-24***	***-25***	***1***
Hispanic		30	38	44	48	48	

DISTRICT FORT WORTH
STATE TEXAS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8, & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	FORT WORTH		TEXAS	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	74,021	79,661	3,740,260*	4,059,619
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	56.7	NA	44.9
Percent of Students with IEPs	11.1	10.1	11.5*	11.9
Percent English Language Learners	NA	25.4	12.8*	14.1
Percent African American	34.0	30.9	14.3	14.4
Percent Hispanic	36.4	45.4	36.7	40.6
Percent White	27.0	21.4	46.4	42.0
Percent Other	2.7	2.3	2.6	3.0
Number of FTE Teachers	4,165	4,746	240,371	274,826
Student-Teacher Ratio	17.8	17.0	15.6	14.8
Number of Schools	129	141	6,638	7,519
Current Expenditures Per Pupil [2]	$4,967	$5,605	$5,016	$5,685

Fort Worth as a Percentage of Texas' Public Schools	**1995-96**	**2000-01**
Percent of Students	2.0	2.0
Percent of FRPL	NA	2.5
Percent of IEPs	1.9	1.7
Percent of ELLs	NA	3.6
Percent of Schools	1.9	1.9
Percent of Teachers	1.7	1.7
Percent of State Revenue [3]	2.1	2.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Fort Worth
Texas Assessment of Academic Skills (TAAS) [4]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading											
Fort Worth	3	68.8	69.4	68.8	70.0	76.1	82.7	83.2	82.3	83.9	1.9
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	88.0	1.3
Fort Worth	4	68.5	69.3	66.7	70.4	78.1	82.0	85.4	86.6	89.6	2.6
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	90.8	92.5	2.1
Fort Worth	5	70.4	70.4	72.1	74.7	77.3	78.2	83.3	88.4	90.9	2.6
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	92.7	1.9
Fort Worth	6	63.9	67.3	63.9	70.1	69.2	74.7	75.6	75.6	81.2	2.2
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	88.2	1.8
Fort Worth	7	69.9	67.5	70.8	70.4	70.4	71.0	70.9	80.1	84.2	1.8
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	91.3	1.9
Fort Worth	8	69.2	66.7	64.0	71.5	73.0	79.1	80.0	84.6	90.2	2.6
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	94.3	2.1
Fort Worth	10	70.3	66.1	71.9	77.4	77.4	80.0	81.6	82.2	90.0	2.5
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	94.5	2.1
Math											
Fort Worth	3	53.7	62.3	63.1	71.0	68.4	73.8	76.3	78.0	82.6	3.6
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	87.4	3.1
Fort Worth	4	49.0	55.5	62.4	71.3	73.2	79.3	80.4	86.6	91.2	5.3
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	94.1	4.3
Fort Worth	5	53.7	58.3	64.6	74.2	78.0	84.3	88.0	92.7	94.7	5.1
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	96.2	4.2
Fort Worth	6	47.8	50.3	61.6	65.1	68.7	77.4	78.7	83.5	89.6	5.2
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	93.8	4.1
Fort Worth	7	49.9	47.1	55.5	61.3	64.0	70.8	78.0	81.9	83.6	4.2
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	92.2	4.1
Fort Worth	8	50.3	44.0	52.2	58.1	66.5	74.2	81.8	86.0	86.0	4.5
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	92.9	4.3
Fort Worth	10	47.0	48.1	54.9	57.8	65.5	71.0	75.0	78.0	86.8	5.0
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	92.2	4.2

[4] Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language version of the TAAS.

Fort Worth
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Fort Worth	4										
African American		54.2	54.2	54.6	59.2	72.5	76.8	78.4	79.8	85.1	
Gap		*-32.7*	*-35.2*	*-30.3*	*-28.7*	*-18.9*	*-16.8*	*-17.4*	*-16.6*	*-10.8*	*-21.9*
White		86.9	89.4	84.9	87.9	91.4	93.6	95.8	96.4	95.9	
Gap		*-24.3*	*-24.6*	*-23.7*	*-21.2*	*-19.0*	*-15.1*	*-11.8*	*-10.2*	*-6.3*	*-18.0*
Hispanic		62.6	64.8	61.2	66.7	72.4	78.5	84.0	86.2	89.6	
Texas	4										
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	86.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-12.0*	*-9.7*	*-17.7*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	96.5	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-8.5*	*-6.8*	*-12.4*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	89.7	
Fort Worth	8										
African American		56.4	55.7	53.8	64.4	62.8	71.8	72.0	79.6	88.0	
Gap		*-33.2*	*-30.6*	*-34.8*	*-26.8*	*-27.6*	*-21.4*	*-21.0*	*-14.5*	*-8.1*	*-25.1*
White		89.6	86.3	88.6	91.2	90.4	93.2	93.0	94.1	96.1	
Gap		*-30.0*	*-28.0*	*-34.4*	*-28.1*	*-20.5*	*-17.2*	*-14.6*	*-10.8*	*-7.7*	*-22.3*
Hispanic		59.6	58.3	54.2	63.1	69.9	76.0	78.4	83.3	88.4	
Texas	8										
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	92.1	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-8.4*	*-5.4*	*-22.4*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	97.5	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-9.0*	*-6.5*	*-18.1*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	91.0	
Fort Worth	10										
African American		58.7	55.2	64.7	73.1	70.1	77.8	82.1	79.8	89.4	
Gap		*-31.4*	*-33.5*	*-27.8*	*-21.5*	*-25.0*	*-15.2*	*-12.4*	*-15.2*	*-8.6*	*-22.8*
White		90.1	88.7	92.5	94.6	95.1	93.0	94.5	95.0	98.0	
Gap		*-30.4*	*-32.6*	*-33.3*	*-28.8*	*-26.3*	*-20.3*	*-20.5*	*-17.2*	*-12.2*	*-18.2*
Hispanic		59.7	56.1	59.2	65.8	68.8	72.7	74.0	77.8	85.8	
Texas	10										
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	92.5	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-11.9*	*-5.4*	*-20.8*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	97.9	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.5*	*-7.4*	*-18.2*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	90.5	

Fort Worth
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Fort Worth	4										
African American		34.8	38.1	48.4	58.4	65.3	70.7	69.3	77.6	86.2	
Gap		*-31.7*	*-39.4*	*-31.6*	*-29.4*	*-20.7*	*-21.3*	*-24.1*	*-18.5*	*-10.8*	*-20.9*
White		66.5	77.5	80.0	87.8	86.0	92.0	93.4	96.1	97.0	
Gap		*-22.6*	*-27.1*	*-20.9*	*-18.3*	*-17.1*	*-14.2*	*-13.0*	*-8.6*	*-5.4*	*-17.2*
Hispanic		43.9	50.4	59.1	69.5	68.9	77.8	80.4	87.5	91.6	
Texas	4										
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	88.6	
Gap		*-32.4*	*-32.1*	*-26.1*	*-23.9*	*-18.8*	*-19.0*	*-17.7*	*-12.7*	*-8.5*	*-23.9*
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	97.1	
Gap		*-21.6*	*-20.1*	*-15.1*	*-13.1*	*-9.7*	*-8.5*	*-10.3*	*-6.7*	*-4.6*	*-17.0*
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	92.5	
Fort Worth	8										
African American		31.2	26.0	38.1	43.4	53.5	62.3	72.5	77.4	79.4	
Gap		*-44.6*	*-45.6*	*-41.8*	*-39.3*	*-33.4*	*-29.9*	*-21.1*	*-18.0*	*-15.6*	*-29.0*
White		75.8	71.6	79.9	82.7	86.9	92.2	93.6	95.4	95.0	
Gap		*-34.8*	*-38.0*	*-37.6*	*-30.8*	*-24.6*	*-20.1*	*-11.8*	*-8.2*	*-9.3*	*-25.5*
Hispanic		41.0	33.6	42.3	51.9	62.3	72.1	81.8	87.2	85.7	
Texas	8										
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	86.8	
Gap		*-39.6*	*-41.4*	*-35.2*	*-29.1*	*-20.6*	*-18.2*	*-13.4*	*-11.1*	*-9.8*	*-29.8*
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	96.6	
Gap		*-31.6*	*-34.9*	*-27.2*	*-22.7*	*-16.4*	*-12.4*	*-9.1*	*-7.5*	*-6.4*	*-25.2*
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	90.2	
Fort Worth	10										
African American		27.2	31.0	39.5	43.6	51.0	61.9	66.1	70.4	81.5	
Gap		*-45.0*	*-43.8*	*-39.1*	*-40.1*	*-34.8*	*-25.1*	*-23.8*	*-21.3*	*-15.2*	*-29.8*
White		72.2	74.8	78.6	83.7	85.8	87.0	89.9	91.7	96.7	
Gap		*-37.1*	*-35.5*	*-32.9*	*-37.1*	*-25.4*	*-20.3*	*-18.8*	*-15.4*	*-11.5*	*-25.6*
Hispanic		35.1	39.3	45.7	46.6	60.4	66.7	71.1	76.3	85.2	
Texas	10										
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	85.9	
Gap		*-37.3*	*-37.6*	*-33.9*	*-30.9*	*-26.7*	*-22.4*	*-18.2*	*-14.6*	*-10.6*	*-26.7*
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	96.5	
Gap		*-29.3*	*-31.2*	*-25.9*	*-25.7*	*-20.5*	*-16.1*	*-12.4*	*-10.7*	*-8.5*	*-20.8*
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	88.0	

Fort Worth
TAAS-Economically Disadvantaged
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Fort Worth	4	58.5	59.1	56.4	62.4	72.0	77.2	81.4	83.5	87.1	3.6
Texas	4	63.3	69.2	67.5	73.0	79.3	82.3	84.3	85.8	88.4	3.1
Fort Worth	8	57.1	55.4	50.1	61.2	65.3	73.4	74.0	80.2	88.4	3.9
Texas	8	61.9	60.5	64.3	72.7	70.4	80.7	82.7	86.5	90.5	3.6
Fort Worth	10	53.5	52.0	55.4	66.3	65.8	69.6	71.3	76.3	85.8	4.0
Texas	10	60.2	59.8	67.1	73.9	75.5	79.4	82.0	82.0	90.1	3.7

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Fort Worth	4	39.4	45.0	53.4	63.3	67.6	74.4	75.6	84.1	89.3	6.2
Texas	4	45.7	58.2	68.3	73.9	74.9	81.3	80.7	87.0	91.2	5.7
Fort Worth	8	35.8	30.7	39.7	47.8	59.0	68.9	76.9	82.8	83.1	5.9
Texas	8	39.9	37.8	53.4	63.6	70.0	78.7	84.5	87.9	88.8	6.1
Fort Worth	10	33.1	36.5	42.8	46.5	57.4	63.4	68.0	75.6	83.4	6.3
Texas	10	40.7	42.4	51.3	57.9	63.7	72.0	79.2	83.0	87.4	5.8

TAAS-Special Education
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Fort Worth	4	54.2	58.4	38.6	47.0	48.9	71.8	76.9	81.1	77.6	2.9
Texas	4	50.9	54.7	44.2	46.6	56.6	75.2	81.6	85.0	88.6	4.7
Fort Worth	8	45.4	46.8	29.7	39.7	38.8	48.9	50.5	63.6	82.7	4.7
Texas	8	41.1	36.8	37.5	44.4	45.3	63.7	68.9	76.2	85.0	5.5
Fort Worth	10	65.4	50.0	48.2	60.0	59.5	66.7	68.6	68.8	83.1	2.2
Texas	10	42.3	38.8	46.8	50.5	52.2	64.5	68.0	67.1	80.4	4.8

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Fort Worth	4	35.2	41.5	32.5	44.9	41.1	58.2	72.6	83.0	78.6	5.4
Texas	4	33.5	43.6	43.9	46.9	51.4	72.7	77.0	85.2	90.3	7.1
Fort Worth	8	20.8	18.4	24.6	32.7	31.7	48.2	54.3	66.7	69.9	6.1
Texas	8	19.5	19.8	24.6	30.8	40.1	58.8	70.7	77.8	81.4	7.7
Fort Worth	10	20.0	29.5	29.4	31.7	41.6	56.7	47.0	61.8	77.3	7.2
Texas	10	21.3	21.8	25.7	29.4	35.0	47.4	58.3	64.1	72.1	6.4

DISTRICT FRESNO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	FRESNO		CALIFORNIA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	77,880	79,007	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.5	NA	46.6
Percent of Students with IEPs	11.4	11.2	10.5	10.6
Percent English Language Learners	NA	31.4	NA	24.1
Percent African American	10.9	11.6	8.8	8.3
Percent Hispanic	41.8	49.2	38.7	42.5
Percent White	23.9	20.2	40.4	35.4
Percent Other	23.4	18.9	12.1	11.7
Number of FTE Teachers	3,295	3,867	230,849	298,064
Student-Teacher Ratio	23.6	20.5	24.0	20.6
Number of Schools	89	99	7,876	8,773
Current Expenditures Per Pupil [2]	$4,826	$5,652	$4,937	$5,801

Fresno as a Percentage of California's Public Schools	1995-96	2000-01
Percent of Students	1.4	1.3
Percent of FRPL	NA	2.0
Percent of IEPs	1.5	1.4
Percent of ELLs	NA	1.7
Percent of Schools	1.1	1.1
Percent of Teachers	1.4	1.3
Percent of State Revenue [3]	1.6	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Fresno
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
Fresno	3	24	23	25	26	27	0.8
California	3	38	41	44	46	47	2.3
Fresno	4	23	24	27	26	29	1.5
California	4	40	41	45	47	49	2.3
Fresno	5	24	26	25	26	28	1.0
California	5	41	42	44	45	47	1.5
Fresno	6	29	30	31	30	32	0.8
California	6	42	44	46	47	48	1.5
Fresno	7	29	29	29	30	30	0.3
California	7	44	44	46	48	48	1.0
Fresno	8	33	35	34	33	32	-0.3
California	8	46	47	49	50	49	0.8
Fresno	9	22	21	23	21	21	-0.3
California	9	34	34	35	35	34	0.0
Fresno	10	22	24	22	23	21	-0.3
California	10	32	33	34	34	34	0.5
Fresno	11	30	29	30	26	28	-0.5
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
Fresno	3	28	33	37	40	43	3.8
California	3	40	48	56	59	62	5.5
Fresno	4	27	28	32	34	38	2.8
California	4	39	44	51	54	58	4.8
Fresno	5	27	28	32	34	37	2.5
California	5	41	45	50	54	57	4.0
Fresno	6	36	38	41	45	48	3.0
California	6	46	50	55	57	60	3.5
Fresno	7	29	33	33	32	36	1.8
California	7	42	45	48	50	52	2.5
Fresno	8	29	34	35	34	30	0.3
California	8	42	45	48	49	50	2.0
Fresno	9	33	37	39	39	39	1.5
California	9	47	48	51	51	52	1.3
Fresno	10	32	37	34	35	35	0.8
California	10	41	44	46	45	46	1.3
Fresno	11	40	44	43	39	40	0.0
California	11	43	45	47	46	47	1.0

Fresno
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Fresno	4						
African American		15	19	21	21	23	
Gap		*-35*	*-33*	*-37*	*-30*	*-35*	*0*
White		50	52	58	51	58	
Gap		*-33*	*-35*	*-38*	*-31*	*-35*	*2*
Hispanic		17	17	20	20	23	
California	4						
African American		24	27	30	33	36	
Gap		*-37*	*-37*	*-38*	*-37*	*-35*	*-2*
White		61	64	68	70	71	
Gap		*-43*	*-43*	*-44*	*-43*	*-41*	*-2*
Hispanic		18	21	24	27	30	
Fresno	8						
African American		23	28	30	28	24	
Gap		*-40*	*-39*	*-35*	*-34*	*-39*	*-1*
White		63	67	65	62	63	
Gap		*-37*	*-40*	*-38*	*-37*	*-38*	*1*
Hispanic		26	27	27	25	25	
California	8						
African American		31	31	34	35	35	
Gap		*-36*	*-37*	*-36*	*-36*	*-36*	*0*
White		67	68	70	71	71	
Gap		*-42*	*-42*	*-42*	*-41*	*-41*	*-1*
Hispanic		25	26	28	30	30	
Fresno	10						
African American		12	15	12	14	13	
Gap		*-35*	*-35*	*-37*	*-38*	*-36*	*1*
White		47	50	49	52	49	
Gap		*-33*	*-34*	*-35*	*-38*	*-35*	*2*
Hispanic		14	16	14	14	14	
California	10						
African American		18	17	18	19	19	
Gap		*-32*	*-33*	*-33*	*-33*	*-32*	*0*
White		50	50	51	52	51	
Gap		*-36*	*-35*	*-36*	*-36*	*-35*	*-1*
Hispanic		14	15	15	16	16	

Fresno
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Fresno	4						
African American		17	17	24	23	27	
Gap		***-35***	***-33***	***-32***	***-32***	***-32***	***-3***
White		52	50	56	55	59	
Gap		***-32***	***-29***	***-31***	***-28***	***-28***	***-4***
Hispanic		20	21	25	27	31	
California	4						
African American		21	25	32	36	40	
Gap		***-36***	***-36***	***-37***	***-36***	***-34***	***-2***
White		57	61	69	72	74	
Gap		***-36***	***-35***	***-35***	***-33***	***-30***	***-6***
Hispanic		21	26	34	39	44	
Fresno	8						
African American		15	21	22	21	15	
Gap		***-39***	***-35***	***-38***	***-35***	***-40***	***1***
White		54	56	60	56	55	
Gap		***-35***	***-34***	***-37***	***-33***	***-33***	***-2***
Hispanic		19	22	23	23	22	
California	8						
African American		21	23	26	27	27	
Gap		***-39***	***-40***	***-40***	***-40***	***-41***	***2***
White		60	63	66	67	68	
Gap		***-39***	***-38***	***-38***	***-37***	***-37***	***-2***
Hispanic		21	25	28	30	31	
Fresno	10						
African American		17	20	21	18	22	
Gap		***-36***	***-40***	***-34***	***-38***	***-34***	***-2***
White		53	60	55	56	56	
Gap		***-32***	***-35***	***-31***	***-31***	***-31***	***-1***
Hispanic		21	25	24	25	25	
California	10						
African American		21	22	24	23	25	
Gap		***-35***	***-36***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	61	
Gap		***-34***	***-33***	***-33***	***-32***	***-32***	***-2***
Hispanic		22	25	27	27	29	

Fresno
SAT/9 - Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Fresno	4					
ED		16	18	18	22	
Gap		*-24*	*-49*	*-42*	*-44*	*20*
Non-ED		40	67	60	66	
California	4					
ED		22	25	28	31	
Gap		*-34*	*-42*	*-41*	*-39*	*5*
Non-ED		56	67	69	70	
Fresno	8					
ED		24	23	22	22	
Gap		*-28*	*-40*	*-38*	*-39*	*11*
Non-ED		52	63	60	61	
California	8					
ED		27	28	29	30	
Gap		*-30*	*-36*	*-36*	*-34*	*4*
Non-ED		57	64	65	64	
Fresno	10					
ED		11	11	12	10	
Gap		*-30*	*-26*	*-25*	*-25*	*-5*
Non-ED		41	37	37	35	
California	10					
ED		15	15	15	15	
Gap		*-23*	*-27*	*-28*	*-28*	*5*
Non-ED		38	42	43	43	

Math	Grade	1999	2000	2001	2002	Change in Gap
Fresno	4					
ED		22	26	28	32	
Gap		*-19*	*-39*	*-33*	*-36*	*17*
Non-ED		41	65	61	68	
California	4					
ED		28	35	39	44	
Gap		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	70	73	75	
Fresno	8					
ED		26	25	25	21	
Gap		*-19*	*-34*	*-29*	*-34*	*15*
Non-ED		45	59	54	55	
California	8					
ED		27	29	31	32	
Gap		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		54	62	62	63	
Fresno	10					
ED		27	25	26	27	
Gap		*-22*	*-20*	*-20*	*-19*	*-3*
Non-ED		49	45	46	46	
California	10					
ED		29	29	28	30	
Gap		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		48	53	52	54	

Fresno- Limited English Proficiency Students
SAT/9
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap	Math	Grade	1999	2000	2001	2002	Change in Gap
Fresno	4						Fresno	4					
LEP		4	4	5	8		LEP		16	17	20	23	
Gap		*-31*	*-35*	*-32*	*-32*	*1*	*Gap*		*-20*	*-24*	*-22*	*-23*	*3*
Non-LEP		35	39	37	40		Non-LEP		36	41	42	46	
California	4						California	4					
LEP		11	13	15	18		LEP		21	27	30	36	
Gap		*-42*	*-44*	*-44*	*-43*	*1*	*Gap*		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		53	57	59	61		Non-LEP		52	60	64	67	
Fresno	8						Fresno	8					
LEP		4	5	5	5		LEP		16	15	14	11	
Gap		*-44*	*-42*	*-40*	*-40*	*-4*	*Gap*		*-25*	*-28*	*-28*	*-28*	*3*
Non-LEP		48	47	45	45		Non-LEP		41	43	42	39	
California	8						California	8					
LEP		8	9	10	11		LEP		15	17	19	20	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*	*Gap*		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		57	58	59	59		Non-LEP		52	55	56	57	
Fresno	10						Fresno	10					
LEP		2	1	1	1		LEP		16	14	16	17	
Gap		*-31*	*-29*	*-30*	*-28*	*-3*	*Gap*		*-30*	*-27*	*-25*	*-26*	*-4*
Non-LEP		33	30	31	29		Non-LEP		46	41	41	43	
California	10						California	10					
LEP		3	3	3	3		LEP		20	21	19	20	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*	*Gap*		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		41	39	40	40		Non-LEP		50	50	50	51	

Fresno
SAT/9-Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
Fresno	4				
Special Education		13	16	14	
Gap		***-15***	***-11***	***-16***	***1***
Non-Special Education		28	27	30	
California	4				
Special Education		25	27	28	
Gap		***-21***	***-21***	***-22***	***1***
Non-Special Education		46	48	50	
Fresno	8				
Special Education		5	4	6	
Gap		***-31***	***-31***	***-28***	***-3***
Non-Special Education		36	35	34	
California	8				
Special Education		15	15	15	
Gap		***-36***	***-37***	***-37***	***1***
Non-Special Education		51	52	52	
Fresno	10				
Special Education		2	3	6	
Gap		***-21***	***-21***	***-16***	***-5***
Non-Special Education		23	24	22	
California	10				
Special Education		8	7	9	
Gap		***-27***	***-29***	***-27***	***0***
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
Fresno	4				
Special Education		13	15	17	
Gap		***-21***	***-20***	***-22***	***1***
Non-Special Education		34	35	39	
California	4				
Special Education		29	28	34	
Gap		***-23***	***-28***	***-25***	***2***
Non-Special Education		52	56	59	
Fresno	8				
Special Education		6	7	6	
Gap		***-31***	***-29***	***-26***	***-5***
Non-Special Education		37	36	32	
California	8				
Special Education		15	15	15	
Gap		***-35***	***-36***	***-37***	***2***
Non-Special Education		50	51	52	
Fresno	10				
Special Education		10	9	11	
Gap		***-25***	***-27***	***-27***	***2***
Non-Special Education		35	36	38	
California	10				
Special Education		13	11	14	
Gap		***-35***	***-36***	***-34***	***-1***
Non-Special Education		48	47	48	

DISTRICT GREENSBORO (GUILFORD COUNTY)
STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**North Carolina End-of-Grade Tests**	**First Year Reported**	**1998**
Grades Tested	**3-8**	**How Reported**	**Percent At/Above Grade Level**

DEMOGRAPHICS [1]	GREENSBORO		NORTH CAROLINA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	55,663*	61,409*	1,156,885*	1,293,638
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	39.9*	NA	36.4
Percent of Students with IEPs	12.8*	15.8*	12.6	13.9
Percent English Language Learners	NA	4.2*	NA	3.4
Percent African American	38.2	39.5*	30.7	31.3
Percent Hispanic	1.3	3.5*	1.9	4.4
Percent White	57.2	50.0*	64.6	61.0
Percent Other	3.4	7.0*	2.8	3.3
Number of FTE Teachers	3,574	3,957	73,201	83,680
Student-Teacher Ratio	16.0	13.4	15.8	15.5
Number of Schools	92	96*	1,985	2,207
Current Expenditures Per Pupil [2]	$5,226	$6,050	$4,719	$5,656

Greensboro as a Percentage of North Carolina's Public Schools	1995-96	2000-01
Percent of Students	4.8	4.7
Percent of FRPL	NA	5.2
Percent of IEPs	4.9	5.4
Percent of ELLs	NA	5.8
Percent of Schools	4.7	4.3
Percent of Teachers	4.9	4.7
Percent of State Revenue [3]	4.8	4.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Greensboro
NC End-of-Grade Test
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
Greensboro	3	69.6	70.8	71.8	73.5	77.0	1.9
North Carolina	3	71.6	73.6	74.4	76.4	79.8	2.1
Greensboro	4	71.1	68.6	70.3	71.8	74.0	0.7
North Carolina	4	70.9	71.4	72.1	74.6	77.1	1.6
Greensboro	5	75.1	75.8	77.4	81.5	83.2	2.0
North Carolina	5	75.2	75.8	79.1	82.7	84.5	2.3
Greensboro	6	72.3	72.6	70.3	69.7	72.1	-0.1
North Carolina	6	70.0	72.4	69.5	70.6	74.1	1.0
Greensboro	7	73.7	77.8	74.8	74.2	73.6	0.0
North Carolina	7	71.2	76.6	75.1	75.3	76.5	1.3
Greensboro	8	80.4	80.3	83.4	81.5	84.7	1.1
North Carolina	8	79.5	79.9	82.4	83.3	85.1	1.4
Math							
Greensboro	3	66.1	66.3	68.2	69.9	74.8	2.2
North Carolina	3	68.2	70.0	71.8	73.6	77.3	2.3
Greensboro	4	78.3	78.9	82.8	85.1	87.9	2.4
North Carolina	4	79.3	82.6	84.5	86.8	88.9	2.4
Greensboro	5	76.5	80.2	79.8	87.1	87.8	2.8
North Carolina	5	78.0	82.4	82.9	86.7	88.4	2.6
Greensboro	6	76.6	77.1	80.1	79.0	84.1	1.9
North Carolina	6	78.3	78.4	80.9	82.9	86.4	2.0
Greensboro	7	74.6	80.3	76.1	77.8	79.9	1.3
North Carolina	7	76.9	82.4	80.7	81.2	83.3	1.6
Greensboro	8	73.0	74.0	77.8	75.5	81.0	2.0
North Carolina	8	76.3	77.6	80.5	79.5	82.2	1.5

Greensboro
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	Change in Gap
Greensboro	4						
African American		53.4	50.8	52.5	56.2	58.8	
Gap		*-30.5*	*-31.6*	*-33.0*	*-30.7*	*-29.3*	*-1.2*
White		83.9	82.4	85.5	86.9	88.1	
Gap		*-15.5*	*-21.9*	*-28.6*	*-23.3*	*-18.8*	*3.3*
Hispanic		68.4	60.5	56.9	63.6	69.3	
North Carolina	4						
African American		52.3	53.0	53.6	57.3	61.5	
Gap		*-27.9*	*-27.8*	*-28.0*	*-26.5*	*-24.2*	*-3.7*
White		80.2	80.8	81.6	83.8	85.7	
Gap		*-23.0*	*-22.5*	*-22.0*	*-19.7*	*-18.8*	*-4.2*
Hispanic		57.2	58.3	59.6	64.1	66.9	
Greensboro	8						
African American		66.9	66.3	71.5	67.8	72.5	
Gap		*-22.4*	*-23.9*	*-20.3*	*-24.4*	*-21.9*	*-0.5*
White		89.3	90.2	91.8	92.2	94.4	
Gap		*-20.1*	*-21.9*	*-22.8*	*-23.5*	*-22.0*	*1.9*
Hispanic		69.2	68.3	69.0	68.7	72.4	
North Carolina	8						
African American		63.8	64.1	68.3	69.2	72.4	
Gap		*-23.1*	*-23.4*	*-21.0*	*-21.2*	*-19.5*	*-3.6*
White		86.9	87.5	89.3	90.4	91.9	
Gap		*-22.2*	*-21.4*	*-19.6*	*-18.9*	*-20.8*	*-1.4*
Hispanic		64.7	66.1	69.7	71.5	71.1	

Greensboro
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	2001	2002	Change in Gap
Greensboro	4						
African American		64.0	64.7	70.9	73.9	78.4	
Gap		***-24.2***	***-24.5***	***-21.1***	***-20.7***	***-17.7***	***-6.5***
White		88.2	89.2	92.0	94.6	96.1	
Gap		***-16.8***	***-15.1***	***-13.1***	***-3.2***	***-8.4***	***-8.4***
Hispanic		71.4	74.1	78.9	91.4	87.7	
North Carolina	4						
African American		62.7	68.2	70.7	74.8	79.1	
Gap		***-24.5***	***-21.4***	***-20.4***	***-18.2***	***-15.0***	***-9.5***
White		87.2	89.6	91.1	93.0	94.1	
Gap		***-16.8***	***-12.7***	***-11.2***	***-10.3***	***-8.4***	***-8.4***
Hispanic		70.4	76.9	79.9	82.7	85.7	
Greensboro	8						
African American		55.0	55.0	60.5	58.1	66.5	
Gap		***-29.4***	***-31.4***	***-28.7***	***-30.0***	***-25.1***	***-4.3***
White		84.4	86.4	89.2	88.1	91.6	
Gap		***-10.8***	***-13.1***	***-21.4***	***-15.5***	***-17.8***	***7.0***
Hispanic		73.6	73.3	67.8	72.6	73.8	
North Carolina	8						
African American		57.1	59.0	63.9	63.3	67.5	
Gap		***-27.8***	***-27.1***	***-24.4***	***-23.9***	***-22.0***	***-5.8***
White		84.9	86.1	88.3	87.2	89.5	
Gap		***-19.0***	***-20.1***	***-18.0***	***-18.8***	***-18.3***	***-0.7***
Hispanic		65.9	66.0	70.3	68.4	71.2	

Greensboro
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap	**Math**	Grade	2001	2002	Change in Gap
Greensboro	4				Greensboro	4			
Eligible for FRPL		55.0	59.1		Eligible for FRPL		74.1	79.2	
Gap		***-30.1***	***-27.8***	***-2.3***	***Gap***		***-19.6***	***-16.2***	***-3.4***
Not Eligible		85.1	86.9		Not Eligible		93.7	95.4	
North Carolina	4				North Carolina	4			
Eligible for FRPL		60.0	64.2		Eligible for FRPL		77.9	81.8	
Gap		***-25.0***	***-22.9***	***-2.1***	***Gap***		***-15.3***	***-12.8***	***-2.5***
Not Eligible		85.0	87.1		Not Eligible		93.2	94.6	
Greensboro	8				Greensboro	8			
Eligible for FRPL		64.1	76.0		Eligible for FRPL		55.2	72.2	
Gap		***-24.5***	***-11.8***	***-12.7***	***Gap***		***-28.5***	***-11.8***	***-16.7***
Not Eligible		88.6	87.8		Not Eligible		83.7	84.0	
North Carolina	8				North Carolina	8			
Eligible for FRPL		68.2	73.0		Eligible for FRPL		63.2	69.7	
Gap		***-20.5***	***-18.1***	***-2.4***	***Gap***		***-22.0***	***-18.7***	***-3.3***
Not Eligible		88.7	91.1		Not Eligible		85.2	88.4	

Greensboro
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap	**Math**	Grade	2001	2002	Change in Gap
Greensboro	4				Greensboro	4			
LEP		35.1	53.4		LEP		76.8	78.8	
Gap		***-37.5***	***-21.1***	***-16.4***	***Gap***		***-8.4***	***-9.3***	***0.9***
Non-LEP		72.6	74.5		Non-LEP		85.2	88.1	
North Carolina	4				North Carolina	4			
LEP		47.0	51.9		LEP		74.9	79.5	
Gap		***-28.1***	***-25.8***	***-2.3***	***Gap***		***-12.1***	***-9.7***	***-2.4***
Non-LEP		75.1	77.7		Non-LEP		87.0	89.2	
Greensboro	8				Greensboro	8			
LEP		35.6	50.6		LEP		56.2	57.7	
Gap		***-46.8***	***-34.7***	***-12.1***	***Gap***		***-19.7***	***-23.7***	***4.0***
Non-LEP		82.4	85.3		Non-LEP		75.9	81.4	
North Carolina	8				North Carolina	8			
LEP		49.7	53.9		LEP		54.9	62.9	
Gap		***-34.0***	***-31.7***	***-2.3***	***Gap***		***-24.9***	***-19.6***	***-5.3***
Non-LEP		83.7	85.6		Non-LEP		79.8	82.5	

Greensboro
NC End-of-Grade Test
Percent At/Above Level III

Reading	Grade	2001	2002	Change in Gap	Math	Grade	2001	2002	Change in Gap
Greensboro	4				Greensboro	4			
Students with Disabilities		46.2	49.3		Students with Disabilities		68.7	73.7	
Gap		***-31.0***	***-30.2***	***-0.8***	***Gap***		***-19.9***	***-17.4***	***-2.5***
Non-Disabled Students		77.2	79.5		Non-Disabled Students		88.6	91.1	
North Carolina	4				North Carolina	4			
Students with Disabilities		44.1	49.6		Students with Disabilities		68.2	72.8	
Gap		***-34.5***	***-31.0***	***-3.5***	***Gap***		***-21.1***	***-18.3***	***-2.8***
Non-Disabled Students		78.6	80.6		Non-Disabled Students		89.3	91.1	
Greensboro	8				Greensboro	8			
Students with Disabilities		52.9	61.1		Students with Disabilities		44.6	55.7	
Gap		***-34.1***	***-27.6***	***-6.5***	***Gap***		***-36.8***	***-29.5***	***-7.3***
Non-Disabled Students		87.0	88.7		Non-Disabled Students		81.4	85.2	
North Carolina	8				North Carolina	8			
Students with Disabilities		48.4	53.8		Students with Disabilities		44.6	50.7	
Gap		***-39.2***	***-35.1***	***-4.1***	***Gap***		***-39.2***	***-35.4***	***-3.8***
Non-Disabled Students		87.6	88.9		Non-Disabled Students		83.8	86.1	

DISTRICT GREENVILLE
STATE SOUTH CAROLINA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Palmetto Achievement Challenge (PACT)**	**First Year Reported**	**1999**
Grades Tested	**3-8**	**How Reported**	**Percent Proficient & Advanced**

DEMOGRAPHICS [1]	GREENVILLE		SOUTH CAROLINA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	54,619	59,875	645,586	677,411
Percent Free & Reduced Price Lunch Eligible (FRPL)	24.5	31.9	NA	47.1
Percent of Students with IEPs	12.4	15.9	NA	15.0
Percent English Language Learners	NA	1.1	NA	0.8
Percent African American	26.8	28.0	42.1	42.1
Percent Hispanic	1.0	3.6	0.7	1.9
Percent White	71.2	66.9	56.3	54.8
Percent Other	1.0	1.6	1.0	1.2
Number of FTE Teachers	3,265	3,763	39,922	45,380
Student-Teacher Ratio	16.7	15.8	16.2	14.9
Number of Schools	92	93	1,095	1,127
Current Expenditures Per Pupil [2]	$4,532	$5,350	$4,779	$5,656

Greenville as a Percentage of South Carolina's Public Schools	1995-96	2000-01
Percent of Students	8.5	8.8
Percent of FRPL	NA	6.0
Percent of IEPs	NA	9.4
Percent of ELLs	NA	13.2
Percent of Schools	8.4	8.3
Percent of Teachers	8.2	8.3
Percent of State Revenue [3]	7.9	8.2

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Greenville
Palmetto Achievement Challenge Test Scores (PACT)
Percent Proficient & Advanced

	Grade	1999	2000	2001	2002	Change
Reading						
Greenville	3	34.8	44.6	47.6	48.2	4.5
South Carolina	3	28.0	40.0	41.6	41.8	4.6
Greenville	4	38.6	44.6	46.4	38.7	0.0
South Carolina	4	28.0	37.0	37.3	33.5	1.8
Greenville	5	35.4	37.5	35.8	33.6	-0.6
South Carolina	5	26.0	27.0	27.4	24.9	-0.4
Greenville	6	28.3	37.9	38.6	39.2	3.6
South Carolina	6	24.0	32.0	32.0	33.5	3.2
Greenville	7	25.7	31.8	33.0	32.4	2.2
South Carolina	7	24.0	27.0	28.0	26.9	1.0
Greenville	8	27.4	28.9	28.0	32.9	1.8
South Carolina	8	22.0	24.0	23.6	26.8	1.6
Math						
Greenville	3	23.2	29.2	35.9	33.2	3.3
South Carolina	3	18.0	25.0	33.3	31.5	4.5
Greenville	4	23.5	27.2	28.7	38.6	5.0
South Carolina	4	18.0	24.0	26.0	36.0	6.0
Greenville	5	23.4	26.7	31.3	32.6	3.1
South Carolina	5	16.0	20.0	27.1	28.7	4.2
Greenville	6	18.9	24.3	29.0	28.3	3.1
South Carolina	6	16.0	22.0	26.4	29.1	4.4
Greenville	7	18.5	23.8	28.8	28.0	3.2
South Carolina	7	16.0	22.0	25.2	27.0	3.7
Greenville	8	18.1	21.7	20.1	19.0	0.3
South Carolina	8	15.0	20.0	18.4	19.1	1.4

DISTRICT HILLSBOROUGH COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	HILLSBOROUGH COUNTY		FLORIDA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	143,193	164,311	2,176,222	2,434,821
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	47.4	NA	44.3
Percent of Students with IEPs	12.9	14.6	13.4	15.0
Percent English Language Learners	NA	10.4	NA	7.7
Percent African American	24.0	24.1	25.3	25.2
Percent Hispanic	16.8	21.6	15.3	19.4
Percent White	57.0	51.8	57.5	53.3
Percent Other	2.2	2.6	2.0	2.2
Number of FTE Teachers	8,492	10,031	114,938	132,030
Student-Teacher Ratio	16.9	15.8	18.9	18.4
Number of Schools	172	210	2,760	3,316
Current Expenditures Per Pupil [2]	$5,217	$5,851	$5,275	$5,790

Hillsborough as a Percentage of Florida's Public Schools	**1995-96**	**2000-01**
Percent of Students	6.6	6.7
Percent of FRPL	NA	7.2
Percent of IEPs	6.3	6.6
Percent of ELLs	NA	9.1
Percent of Schools	6.2	6.3
Percent of Teachers	7.4	7.6
Percent of State Revenue [3]	7.6	7.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Hillsborough County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	Annualized Change
Hillsborough	4	49	53	54	54	1.7
Florida	4	48	52	53	54	2.0
Hillsborough	8	45	41	47	48	1.0
Florida	8	44	39	43	45	0.3
Hillsborough	10	34	33	42	39	1.7
Florida	10	30	29	37	36	2.0
Math						
Hillsborough	5	39	50	50	51	4.0
Florida	5	35	46	48	48	4.3
Hillsborough	8	49	57	61	61	4.0
Florida	8	44	51	55	53	3.0
Hillsborough	10	57	59	67	68	3.7
Florida	10	47	51	59	60	4.3

Hillsborough County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Hillsborough	4						
African American		22	26	34	31	33	
Gap		***-42***	***-41***	***-40***	***-35***	***-36***	***-6***
White		64	67	74	66	69	
Gap		***-27***	***-27***	***-25***	***-23***	***-24***	***-3***
Hispanic		37	40	49	43	45	
Florida	4						
African American		23	26	32	31	36	
Gap		***-42***	***-41***	***-39***	***-35***	***-31***	***-11***
White		65	67	71	66	67	
Gap		***-27***	***-26***	***-23***	***-23***	***-21***	***-6***
Hispanic		38	41	48	43	46	
Hillsborough	8						
African American		20	26	22	24	27	
Gap		***-33***	***-37***	***-38***	***-36***	***-35***	***2***
White		53	63	60	60	62	
Gap		***-23***	***-27***	***-30***	***-26***	***-25***	***2***
Hispanic		30	36	30	34	37	
Florida	8						
African American		21	24	20	21	24	
Gap		***-34***	***-37***	***-38***	***-35***	***-34***	***0***
White		55	61	58	56	58	
Gap		***-22***	***-24***	***-23***	***-25***	***-23***	***1***
Hispanic		33	37	35	31	35	
Hillsborough	10						
African American		13	15	15	18	17	
Gap		***-24***	***-31***	***-30***	***-35***	***-35***	***11***
White		37	46	45	53	52	
Gap		***-19***	***-21***	***-18***	***-23***	***-26***	***7***
Hispanic		18	25	27	30	26	
Florida	10						
African American		12	13	13	15	14	
Gap		***-26***	***-29***	***-27***	***-34***	***-33***	***7***
White		38	42	40	49	47	
Gap		***-18***	***-19***	***-18***	***-24***	***-23***	***5***
Hispanic		20	23	22	25	24	

Hillsborough County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Hillsborough	5						
African American		12	17	29	24	26	
Gap		*-36*	*-41*	*-40*	*-40*	*-37*	*1*
White		48	58	69	64	63	
Gap		*-25*	*-25*	*-21*	*-23*	*-20*	*-5*
Hispanic		23	33	48	41	43	
Florida	5						
African American		10	15	26	25	27	
Gap		*-34*	*-36*	*-37*	*-34*	*-33*	*-1*
White		44	51	63	59	60	
Gap		*-22*	*-22*	*-19*	*-19*	*-17*	*-5*
Hispanic		22	29	44	40	43	
Hillsborough	8						
African American		18	27	38	38	38	
Gap		*-38*	*-40*	*-39*	*-35*	*-36*	*-2*
White		56	67	77	73	74	
Gap		*-24*	*-26*	*-26*	*-21*	*-25*	*1*
Hispanic		32	41	51	52	49	
Florida	8						
African American		19	21	30	30	28	
Gap		*-40*	*-43*	*-41*	*-38*	*-39*	*-1*
White		59	64	71	68	67	
Gap		*-25*	*-26*	*-24*	*-24*	*-25*	*0*
Hispanic		34	38	47	44	42	
Hillsborough	10						
African American		17	31	31	41	40	
Gap		*-42*	*-40*	*-44*	*-37*	*-40*	*-2*
White		59	71	75	78	80	
Gap		*-25*	*-23*	*-22*	*-20*	*-24*	*-1*
Hispanic		34	48	53	58	56	
Florida	10						
African American		15	22	26	32	32	
Gap		*-39*	*-41*	*-44*	*-40*	*-41*	*2*
White		54	63	70	72	73	
Gap		*-24*	*-25*	*-26*	*-24*	*-25*	*1*
Hispanic		30	38	44	48	48	

DISTRICT HOUSTON
STATE TEXAS

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Texas Assessment of Academic Skills (TAAS)**	**First Year Reported**	**1994**
Grades Tested	**3-8 & 10**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	HOUSTON		TEXAS	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	206,704	208,462	3,740,260*	4,059,619
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	70.7	NA	44.9
Percent of Students with IEPs	9.9*	9.9	11.5*	11.9
Percent English Language Learners	27.2*	27.2	12.8*	14.1
Percent African American	34.9	32.1	14.3	14.4
Percent Hispanic	50.8	55.0	36.7	40.6
Percent White	11.5*	10.0	46.4	42.0
Percent Other	2.8	3.0	2.6	3.0
Number of FTE Teachers	11,935	11,197	240,371	274,826
Student-Teacher Ratio	17.3	18.6*	15.6	14.8
Number of Schools	258*	289	6,638	7,519
Current Expenditures Per Pupil [2]	$4,987	$5,606	$5,016	$5,685

Houston as a Percentage of Texas' Public Schools	**1995-96**	**2000-01**
Percent of Students	5.5	5.1
Percent of FRPL	NA	8.1
Percent of IEPs	4.8	4.3
Percent of ELLs	11.7	9.9
Percent of Schools	3.9	3.8
Percent of Teachers	5.0	4.1
Percent of State Revenue [3]	3.4	3.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Houston
Texas Assessment of Academic Skills (TAAS) [4]
Percent Passing

	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Reading											
Houston	3	72.4	75.0	77.6	79.4	85.4	78.8	84.2	83.5	86.3	1.7
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	86.8	88.0	1.3
Houston	4	71.2	74.4	78.1	82.0	89.7	81.2	89.4	89.1	92.1	2.6
Texas	4	75.5	80.1	78.3	82.5	89.7	88.8	89.9	90.8	92.5	2.1
Houston	5	71.2	76.3	82.9	84.6	88.9	76.9	83.8	90.3	92.2	2.6
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	90.2	92.7	1.9
Houston	6	59.4	68.5	65.5	73.9	75.1	71.3	74.5	76.1	84.3	3.1
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	85.6	88.2	1.8
Houston	7	59.1	65.3	72.5	74.9	75.2	72.2	72.9	81.9	88.6	3.7
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	89.4	91.3	1.9
Houston	8	61.4	61.8	64.7	75.0	76.1	79.1	84.3	88.8	92.6	3.9
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	91.9	94.3	2.1
Houston	10	65.7	63.9	71.1	79.7	81.5	82.8	85.9	85.6	92.1	3.3
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	90.0	94.5	2.1
Math											
Houston	3	56.9	64.7	74.7	76.1	77.5	66.9	71.8	75.8	85.0	3.5
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	83.1	87.4	3.1
Houston	4	52.6	61.9	78.0	77.7	84.2	75.4	82.7	88.8	92.5	5.0
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	91.3	94.1	4.3
Houston	5	57.0	65.7	76.9	84.1	88.8	81.7	88.9	94.9	96.9	5.0
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	94.6	96.2	4.2
Houston	6	46.9	47.8	65.7	70.0	75.8	72.1	77.2	83.7	90.9	5.5
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	91.4	93.8	4.1
Houston	7	42.7	41.7	56.1	67.1	71.8	71.9	78.5	83.1	89.2	5.8
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	89.6	92.2	4.1
Houston	8	40.6	35.7	53.3	63.1	72.7	75.1	83.1	88.0	91.1	6.3
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	92.4	92.9	4.3
Houston	10	47.6	45.1	53.3	60.7	69.6	76.0	82.3	85.3	88.9	5.2
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	89.3	92.2	4.2

[4] Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education students, as well as those who take the Spanish language version of the TAAS.

* Asterik indicates that data has been updated by the school district.

Houston
TAAS-Reading
Percent Passing

	Grade	1994	1995*	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Houston	4										
African American		64.5	67.3	73.9	77.1	86.6	77.1	86.5	86.4	89.9	
Gap		*-25.4*	*-25.6*	*-17.8*	*-17.8*	*-11.2*	*-18.6*	*-10.1*	*-10.9*	*-7.3*	*-18.1*
White		89.9	92.9	91.7	94.9	97.8	95.7	96.6	97.3	97.2	
Gap		*-20.9*	*-19.3*	*-16.3*	*-13.4*	*-8.2*	*-16.5*	*-7.5*	*-8.8*	*-5.0*	*-15.9*
Hispanic		69.0	73.6	75.4	81.5	89.6	79.2	89.1	88.5	92.2	
Texas	4										
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	83.8	86.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-12.0*	*-9.7*	*-17.7*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	95.8	96.5	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-8.5*	*-6.8*	*-12.4*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	87.3	89.7	
Houston	8										
African American		57.1	59.8	65.0	75.0	76.9	79.7	85.9	89.5	94.3	
Gap		*-32.2*	*-32.3*	*-29.2*	*-20.6*	*-19.4*	*-15.7*	*-11.2*	*-9.0*	*-3.8*	*-28.4*
White		89.3	92.1	94.2	95.6	96.3	95.4	97.1	98.5	98.1	
Gap		*-34.6*	*-37.8*	*-37.0*	*-26.3*	*-25.8*	*-20.7*	*-17.0*	*-12.3*	*-7.9*	*-26.7*
Hispanic		54.7	54.3	57.2	69.3	70.5	74.7	80.1	86.2	90.2	
Texas	8										
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	88.0	92.1	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-8.4*	*-5.4*	*-22.4*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	96.4	97.5	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-9.0*	*-6.5*	*-18.1*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	87.4	91.0	
Houston	10										
African American		63.4	61.2	71.8	83.5	84.9	86.4	88.6	86.2	94.8	
Gap		*-28.0*	*-31.9*	*-21.8*	*-12.2*	*-12.2*	*-10.7*	*-9.2*	*-11.5*	*-3.5*	*-24.5*
White		91.4	93.1	93.6	95.7	97.1	97.1	97.8	97.7	98.3	
Gap		*-34.2*	*-39.0*	*-31.2*	*-24.1*	*-22.1*	*-21.0*	*-18.3*	*-17.0*	*-10.3*	*-23.9*
Hispanic		57.2	54.1	62.4	71.6	75.0	76.1	79.5	80.7	88.0	
Texas	10										
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	84.1	92.5	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-11.9*	*-5.4*	*-20.8*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	96.0	97.9	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.5*	*-7.4*	*-18.2*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	83.5	90.5	

* Asterik indicates that data has been updated by the school district.

Houston
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change in Gap
Houston	4										
African American		42.2	51.2	71.3	69.5	77.9	66.8	75.1	84.9	89.6	
Gap		*-35.5*	*-35.2*	*-20.1*	*-25.2*	*-17.8*	*-26.0*	*-20.1*	*-11.2*	*-7.3*	*-28.2*
White		77.7	86.4	91.4	94.7	95.7	92.8	95.2	96.1	96.9	
Gap		*-27.6*	*-24.2*	*-13.1*	*-15.6*	*-9.7*	*-16.0*	*-10.3*	*-6.7*	*-3.4*	*-24.2*
Hispanic		50.1	62.2	78.3	79.1	86.0	76.8	84.9	89.4	93.5	
Texas	4										
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	83.0	88.6	
Gap		*-32.4*	*-32.1*	*-26.1*	*-23.9*	*-18.8*	*-19.0*	*-17.7*	*-12.7*	*-8.5*	*-23.9*
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	95.7	97.1	
Gap		*-21.6*	*-20.1*	*-15.1*	*-13.1*	*-9.7*	*-8.5*	*-10.3*	*-6.7*	*-4.6*	*-17.0*
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	89.0	92.5	
Houston	8										
African American		30.2	28.4	47.0	58.8	68.3	69.3	79.8	85.5	89.7	
Gap		*-47.9*	*-50.2*	*-39.9*	*-32.2*	*-24.3*	*-24.0*	*-15.3*	*-11.8*	*-8.0*	*-39.9*
White		78.1	78.6	86.9	91	92.6	93.3	95.1	97.3	97.7	
Gap		*-43.3*	*-51.1*	*-39.5*	*-33.4*	*-22.6*	*-19.6*	*-13.2*	*-10.0*	*-7.5*	*-35.8*
Hispanic		34.8	27.5	47.4	57.6	70.0	73.7	81.9	87.3	90.2	
Texas	8										
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	85.6	86.8	
Gap		*-39.6*	*-41.4*	*-35.2*	*-29.1*	*-20.6*	*-18.2*	*-13.4*	*-11.1*	*-9.8*	*-29.8*
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	96.7	96.6	
Gap		*-31.6*	*-34.9*	*-27.2*	*-22.7*	*-16.4*	*-12.4*	*-9.1*	*-7.5*	*-6.4*	*-25.2*
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	89.2	90.2	
Houston	10										
African American		39.8	37.2	46.8	57.8	67.3	73.3	77.7	82.8	87.6	
Gap		*-37.4*	*-42.3*	*-36.5*	*-31.3*	*-23.6*	*-19.4*	*-17.5*	*-13.9*	*-9.0*	*-28.4*
White		77.2	79.5	83.3	89.1	90.9	92.7	95.2	96.7	96.6	
Gap		*-37.5*	*-44.3*	*-37.2*	*-37.5*	*-27.3*	*-21.0*	*-15.3*	*-14.6*	*-10.0*	*-27.5*
Hispanic		39.7	35.2	46.1	51.6	63.6	71.7	79.9	82.1	86.6	
Texas	10										
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	80.2	85.9	
Gap		*-37.3*	*-37.6*	*-33.9*	*-30.9*	*-26.7*	*-22.4*	*-18.2*	*-14.6*	*-10.6*	*-26.7*
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	94.8	96.5	
Gap		*-29.3*	*-31.2*	*-25.9*	*-25.7*	*-20.5*	*-16.1*	*-12.4*	*-10.7*	*-8.5*	*-20.8*
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	84.1	88.0	

Houston
TAAS-Economically Disadvantaged
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Houston	4	65.5	68.7	73.5	78.0	87.5	75.3	86.9	86.9	90.7	3.2
Texas	4	63.3	69.2	67.5	73.0	83.4	82.3	84.3	85.8	88.4	3.1
Houston	8	50.5	52.2	57.1	67.9	70.3	72.6	80.6	86.3	91.3	5.1
Texas	8	61.9	60.5	64.3	72.7	74.8	80.7	82.7	86.5	90.5	3.6
Houston	10	51.9	51.2	60.8	68.7	75.6	74.5	81.0	80.0	89.4	4.7
Texas	10	60.2	59.8	67.1	73.9	78.3	79.4	82.0	82.0	90.1	3.7

Math	Grade	1994	1995	1996	1997	1998*	1999	2000	2001	2002	Annualized Change
Houston	4	45.2	55.1	73.8	73.8	81.4	69.6	79.3	87.0	91.3	5.8
Texas	4	45.7	58.2	68.3	73.9	79.5	81.3	80.7	87.0	91.2	5.7
Houston	8	29.8	25.7	45.9	57.0	68.4	70.3	80.4	86.0	89.9	7.5
Texas	8	39.9	37.8	53.4	63.6	74.6	78.7	84.5	87.9	88.8	6.1
Houston	10	37.4	35.4	44.6	51.9	65.5	69.8	79.5	82.2	86.4	6.1
Texas	10	40.7	42.4	51.3	57.9	66.6	72.0	79.2	83.0	87.4	5.8

TAAS-Special Education
Percent Passing

Reading	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Houston	4	53.0	61.9	63.6	58.6	70.4	61.3	74.1	79.5	87.9	4.4
Texas	4	50.9	54.7	44.2	46.6	56.6	75.2	81.6	85.0	88.6	4.7
Houston	8	31.8	38.9	48.9	48.9	45.8	55.3	65.0	69.1	81.0	6.2
Texas	8	41.1	36.8	37.5	44.4	45.3	63.7	68.9	76.2	85.0	5.5
Houston	10	35.9	38.8	63.2	61.1	70.3	57.6	64.0	61.7	75.5	5.0
Texas	10	42.3	38.8	46.8	50.5	52.2	64.5	68.0	67.1	80.4	4.8

Math	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Houston	4	31.6	42.2	56.6	49.3	54.7	51.1	61.0	77.4	86.5	6.9
Texas	4	33.5	43.6	43.9	46.9	51.4	72.7	77.0	85.2	90.3	7.1
Houston	8	15.9	16.3	33.9	31.9	40.5	46.8	57.2	64.3	74.1	7.3
Texas	8	19.5	19.8	24.6	30.8	40.1	58.8	70.7	77.8	81.4	7.7
Houston	10	16.6	23.2	46.1	36.5	56.5	43.6	60.1	60.7	65.9	6.2
Texas	10	21.3	21.8	25.7	29.4	35.0	47.4	58.3	64.1	72.1	6.4

* Asterik indicates that data has been updated by the school district.

DISTRICT INDIANAPOLIS
STATE INDIANA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Indiana Statewide Testing for Educational Progress**	**First Year Reported**	**1997**
Grades Tested	**3,6,8 & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	INDIANAPOLIS		INDIANA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	44,896	41,008	977,263	989,225
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.0	NA	28.8
Percent of Students with IEPs	17.4	17.6	14.0	15.7
Percent English Language Learners	NA	3.6	NA	3.1
Percent African American	57.2	60.0	11.1	11.7
Percent Hispanic	1.4	4.9	2.3	3.5
Percent White	40.6	34.4	85.6	83.6
Percent Other	0.8	0.6	1.0	1.2
Number of FTE Teachers	2,796	2,635	55,281	59,226
Student-Teacher Ratio	16.1	15.6	17.5	16.7
Number of Schools	95	91	1,924	1,976
Current Expenditures Per Pupil[2]	$6,252	$8,444	$5,621	$6,772

Indianapolis as a Percentage of Indiana's Public Schools	**1995-96**	**2000-01**
Percent of Students	4.6	4.1
Percent of FRPL	NA	10.8
Percent of IEPs	5.7	4.6
Percent of ELLs	NA	4.7
Percent of Schools	4.9	4.6
Percent of Teachers	5.0	4.4
Percent of State Revenue [3]	6.0	5.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01, are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT [4]
Percent At/Above Academic Standard

	Grade	1998	1999	2000	2001	2002	Annualized Change
English/Language Arts							
Indianapolis	3	45	45	51	44	50	1.3
Indiana	3	68	68	68	63	66	-0.5
Indianapolis	6	28	28	29	21	22	-1.5
Indiana	6	61	59	56	52	52	-2.3
Indianapolis	8	38	38	39	38	43	1.3
Indiana	8	73	70	68	68	68	-1.3
Indianapolis	10	42	44	39	37	33	-2.3
Indiana	10	70	72	70	69	68	-0.5
Math							
Indianapolis	3	45	42	56	55	59	3.5
Indiana	3	70	70	73	70	70	0.0
Indianapolis	6	25	27	33	30	29	1.0
Indiana	6	59	59	61	62	61	0.5
Indianapolis	8	24	27	32	30	34	2.5
Indiana	8	65	63	63	64	66	0.3
Indianapolis	10	25	29	31	35	31	1.5
Indiana	10	58	59	63	67	65	1.8

[4] The ISTEP is administered in the fall of each school year. The 2002 score is for the fall administration during the 2001-2002 school year.

DISTRICT JEFFERSON COUNTY (LOUISVILLE)
STATE KENTUCKY

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Commonwealth Accountability Testing System**	**First Year Reported**	**1997**
Grades Tested	**3-11**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	JEFFERSON COUNTY		KENTUCKY	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	93,447*	96,860	659,821	665,850
Percent Free & Reduced Price Lunch Eligible (FRPL)	47.7*	48.7*	NA	47.6
Percent of Students with IEPs	NA	13.9	NA	14.2
Percent English Language Learners	NA	1.1	NA	0.6
Percent African American	32.2*	34.2	9.8	10.3
Percent Hispanic	0.6*	1.5	0.4	0.9
Percent White	65.2	60.4	89.1	84.3
Percent Other	1.9	1.4	0.7	0.8
Number of FTE Teachers	5,709*	5,829*	39,120	39,589
Student-Teacher Ratio	18.1	18.1*	16.9	16.8
Number of Schools	150	152*	1,402	1,526
Current Expenditures Per Pupil [2]	$5,565	$6,162	$4,807	$5,560

Jefferson County as a Percentage of Kentucky's Public Schools	**1995-96**	**2000-01**
Percent of Students	14.1	14.5
Percent of FRPL	NA	15.8
Percent of IEPs	NA	13.9
Percent of ELLs	NA	26.8
Percent of Schools	10.7	10.0
Percent of Teachers	14.6	14.7
Percent of State Revenue [3]	12.3	12.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Jefferson County
CTBS/5
National Percentiles

	Grade	1997*	1998*	1999*	2000*	2001	2002	Annualized Change in NCEs
Reading								
Jefferson	EP[1]	43	43	46	47	50	52	1.0
Kentucky	EP	49	50	51	55	58	59	1.1
Jefferson	6	44	45	45	45	45	44	0.0
Kentucky	6	53	53	52	53	54	55	0.2
Jefferson	9	51	52	48	49	50	50	-0.1
Kentucky	9	52	51	51	52	52	54	0.2
Math								
Jefferson	EP	43	41	46	47	51	52	1.0
Kentucky	EP	49	48	51	55	58	60	1.2
Jefferson	6	41	43	41	42	41	43	0.2
Kentucky	6	49	49	49	50	51	52	0.3
Jefferson	9	44	44	43	43	44	44	0.0
Kentucky	9	44	45	46	47	48	49	0.5

Jefferson County
Kentucky Core Content Tests
Academic Index

	Grade	1997	1998	1999	2000*	2001*	2002*	Annualized Change
Reading								
Jefferson	4	NA	NA	72.9	73.9	75.2	77.5	1.5
Kentucky	4	NA	NA	78.9	79.9	80.7	81.9	1.0
Jefferson	7	NA	NA	70.8	70.8	72.9	75.2	1.5
Kentucky	7	NA	NA	78.1	78.4	80.5	81.4	1.1
Jefferson	10	NA	NA	61.4	66.7	67.6	67.3	2.0
Kentucky	10	NA	NA	63.6	67.7	68.9	67.8	1.4
Math								
Jefferson	5	NA	NA	55.9	58.4	61.2	64.3	2.8
Kentucky	5	NA	NA	57.7	60.5	63.9	66.1	2.8
Jefferson	8	NA	NA	51.1	52.3	54.3	55.2	1.4
Kentucky	8	NA	NA	56.9	59.9	62.4	61.3	1.5
Jefferson	11	NA	NA	57.3	56.3	62.0	63.9	2.2
Kentucky	11	NA	NA	56.1	57.2	60.7	62.3	2.1

* Asterik indicates that data has been updated by the school district.

DISTRICT LONG BEACH
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	LONG BEACH		CALIFORNIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	80,520	93,694	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	68.7	NA	46.6
Percent of Students with IEPs	8.2	7.5	10.5	10.6
Percent English Language Learners	36.1*	36.4	NA	24.1
Percent African American	21.1	19.7	8.8	8.3
Percent Hispanic	37.4	45.4	38.7	42.5
Percent White	20.6	17.8	40.4	35.4
Percent Other	20.8	17.1	12.1	11.7
Number of FTE Teachers	3,249	4,466	230,849	298,064
Student-Teacher Ratio	24.8	19.8	24.0	20.6
Number of Schools	82	89	7,876	8,773
Current Expenditures Per Pupil [2]	$4,771	$5,494	$4,937	$5,801

Long Beach as a Percentage of California's Public Schools	**1995-96**	**2000-01**
Percent of Students	1.5	1.5
Percent of FRPL	NA	2.3
Percent of IEPs	1.1	1.1
Percent of ELLs	NA	2.3
Percent of Schools	1.0	1.0
Percent of Teachers	1.4	1.5
Percent of State Revenue [3]	1.5	1.6

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Long Beach
SAT/9
Percent Scoring At or Above 50th National Percentile

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
Long Beach	3	28	32	37	39	43	3.8
California	3	38	41	44	46	47	2.3
Long Beach	4	28	32	32	40	43	3.8
California	4	40	41	45	47	49	2.3
Long Beach	5	30	32	32	36	40	2.5
California	5	41	42	44	45	47	1.5
Long Beach	6	30	31	33	37	39	2.3
California	6	42	44	46	47	48	1.5
Long Beach	7	34	33	34	40	41	1.8
California	7	44	44	46	48	48	1.0
Long Beach	8	38	37	38	41	44	1.5
California	8	46	47	49	50	49	0.8
Long Beach	9	27	28	29	27	28	0.3
California	9	34	34	35	35	34	0.0
Long Beach	10	27	27	27	27	27	0.0
California	10	32	33	34	34	34	0.5
Long Beach	11	29	29	29	30	30	0.3
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
Long Beach	3	36	46	55	58	64	7.0
California	3	40	48	56	59	62	5.5
Long Beach	4	30	39	45	51	55	6.3
California	4	39	44	51	54	58	4.8
Long Beach	5	32	38	42	47	54	5.5
California	5	41	45	50	54	57	4.0
Long Beach	6	33	39	46	53	57	6.0
California	6	46	50	55	57	60	3.5
Long Beach	7	31	35	38	46	49	4.5
California	7	42	45	48	50	52	2.5
Long Beach	8	34	35	38	43	48	3.5
California	8	42	45	48	49	50	2.0
Long Beach	9	44	44	51	49	49	1.3
California	9	47	48	51	51	52	1.3
Long Beach	10	37	38	45	43	42	1.3
California	10	41	44	46	45	46	1.3
Long Beach	11	36	39	44	45	43	1.8
California	11	43	45	47	46	47	1.0

Long Beach
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Long Beach	4						
African American		21	27	24	30	35	
Gap		*-44*	*-39*	*-41*	*-45*	*-41*	*-3*
White		65	66	65	75	76	
Gap		*-51*	*-47*	*-45*	*-46*	*-44*	*-7*
Hispanic		14	19	20	29	32	
California	4						
African American		24	27	30	33	36	
Gap		*-37*	*-37*	*-38*	*-37*	*-35*	*-2*
White		61	64	68	70	71	
Gap		*-43*	*-43*	*-44*	*-43*	*-41*	*-2*
Hispanic		18	21	24	27	30	
Long Beach	8						
African American		30	27	32	34	37	
Gap		*-41*	*-45*	*-40*	*-43*	*-43*	*2*
White		71	72	72	77	80	
Gap		*-48*	*-48*	*-47*	*-49*	*-49*	*1*
Hispanic		23	24	25	28	31	
California	8						
African American		31	31	34	35	35	
Gap		*-36*	*-37*	*-36*	*-36*	*-36*	*0*
White		67	68	70	71	71	
Gap		*-42*	*-42*	*-42*	*-41*	*-41*	*-1*
Hispanic		25	26	28	30	30	
Long Beach	10						
African American		18	15	18	16	35	
Gap		*-37*	*-38*	*-35*	*-41*	*-36*	*0*
White		55	53	53	57	71	
Gap		*-41*	*-38*	*-38*	*-41*	*-41*	*-1*
Hispanic		14	15	15	16	30	
California	10						
African American		18	17	18	19	19	
Gap		*-32*	*-33*	*-33*	*-33*	*-32*	*0*
White		50	50	51	52	51	
Gap		*-36*	*-35*	*-36*	*-36*	*-35*	*-1*
Hispanic		14	15	15	16	16	

Long Beach
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Long Beach	4						
African American		18	27	30	36	41	
Gap		*-42*	*-37*	*-40*	*-40*	*-38*	*-4*
White		60	64	70	76	79	
Gap		*-41*	*-36*	*-34*	*-32*	*-30*	*-11*
Hispanic		19	28	36	44	49	
California	4						
African American		21	25	32	36	40	
Gap		*-36*	*-36*	*-37*	*-36*	*-34*	*-2*
White		57	61	69	72	74	
Gap		*-36*	*-35*	*-35*	*-33*	*-30*	*-6*
Hispanic		21	26	34	39	44	
Long Beach	8						
African American		21	20	26	28	33	
Gap		*-39*	*-44*	*-40*	*-43*	*-44*	*5*
White		60	64	66	71	77	
Gap		*-40*	*-42*	*-39*	*-39*	*-39*	*-1*
Hispanic		20	22	27	32	38	
California	8						
African American		21	23	26	27	27	
Gap		*-39*	*-40*	*-40*	*-40*	*-41*	*2*
White		60	63	66	67	68	
Gap		*-39*	*-38*	*-38*	*-37*	*-37*	*-2*
Hispanic		21	25	28	30	31	
Long Beach	10						
African American		22	20	29	26	29	
Gap		*-40*	*-39*	*-38*	*-42*	*-38*	*-2*
White		62	59	67	68	67	
Gap		*-39*	*-34*	*-34*	*-35*	*-36*	*-3*
Hispanic		23	25	33	33	31	
California	10						
African American		21	22	24	23	25	
Gap		*-35*	*-36*	*-36*	*-36*	*-36*	*1*
White		56	58	60	59	61	
Gap		*-34*	*-33*	*-33*	*-32*	*-32*	*-2*
Hispanic		22	25	27	27	29	

Long Beach
SAT/9-Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Long Beach	4					
ED		24	22	29	33	
Gap		*-19*	*-40*	*-43*	*-38*	*19*
Non-ED		43	62	72	71	
California	4					
ED		22	25	28	31	
Gap		*-34*	*-42*	*-41*	*-39*	*5*
Non-ED		56	67	69	70	
Long Beach	8					
ED		26	25	28	32	
Gap		*-25*	*-36*	*-36*	*-35*	*10*
Non-ED		51	61	64	67	
California	8					
ED		27	28	29	30	
Gap		*-30*	*-36*	*-36*	*-34*	*4*
Non-ED		57	64	65	64	
Long Beach	10					
ED		14	14	14	15	
Gap		*-21*	*-21*	*-20*	*-20*	*-1*
Non-ED		35	35	34	35	
California	10					
ED		15	15	15	15	
Gap		*-23*	*-27*	*-28*	*-28*	*5*
Non-ED		38	42	43	43	

Math	Grade	1999	2000	2001	2002	Change in Gap
Long Beach	4					
ED		32	36	43	48	
Gap		*-17*	*-33*	*-32*	*-29*	*12*
Non-ED		49	69	75	77	
California	4					
ED		28	35	39	44	
Gap		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	70	73	75	
Long Beach	8					
ED		27	28	33	39	
Gap		*-20*	*-29*	*-27*	*-27*	*7*
Non-ED		47	57	60	66	
California	8					
ED		27	29	31	32	
Gap		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		54	62	62	63	
Long Beach	10					
ED		29	35	32	32	
Gap		*-15*	*-16*	*-17*	*-16*	*1*
Non-ED		44	51	49	48	
California	10					
ED		29	29	28	30	
Gap		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		48	53	52	54	

Long Beach
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Long Beach	4					
LEP		10	14	19	15	
Gap		*-38*	*-33*	*-36*	*-43*	*5*
Non-LEP		48	47	55	58	
California	4					
LEP		11	13	15	18	
Gap		*-42*	*-44*	*-44*	*-43*	*1*
Non-LEP		53	57	59	61	
Long Beach	8					
LEP		5	5	6	7	
Gap		*-45*	*-46*	*-48*	*-51*	*6*
Non-LEP		50	51	54	58	
California	8					
LEP		8	9	10	11	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*
Non-LEP		57	58	59	59	
Long Beach	10					
LEP		2	2	2	2	
Gap		*-32*	*-32*	*-32*	*-34*	*2*
Non-LEP		34	34	34	36	
California	10					
LEP		3	3	3	3	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*
Non-LEP		41	39	40	40	

Math	Grade	1999	2000	2001	2002	Change in Gap
Long Beach	4					
LEP		22	34	37	37	
Gap		*-29*	*-19*	*-24*	*-29*	*0*
Non-LEP		51	53	61	66	
California	4					
LEP		21	27	30	36	
Gap		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		52	60	64	67	
Long Beach	8					
LEP		10	11	16	19	
Gap		*-36*	*-38*	*-37*	*-40*	*4*
Non-LEP		46	49	53	59	
California	8					
LEP		15	17	19	20	
Gap		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		52	55	56	57	
Long Beach	10					
LEP		13	17	13	13	
Gap		*-32*	*-36*	*-39*	*-38*	*6*
Non-LEP		45	53	52	51	
California	10					
LEP		20	21	19	20	
Gap		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		50	50	50	51	

Long Beach
SAT/9-Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
Long Beach	4				
Special Education		24	29	25	*10*
Gap		*-8*	*-12*	*-18*	
Non-Special Education		32	41	43	
California	4				
Special Education		25	27	28	*1*
Gap		*-21*	*-21*	*-22*	
Non-Special Education		46	48	50	
Long Beach	8				
Special Education		14	9	13	*8*
Gap		*-25*	*-33*	*-33*	
Non-Special Education		39	42	46	
California	8				
Special Education		15	15	15	*1*
Gap		*-36*	*-37*	*-37*	
Non-Special Education		51	52	52	
Long Beach	10				
Special Education		4	3	5	*0*
Gap		*-24*	*-25*	*-24*	
Non-Special Education		28	28	29	
California	10				
Special Education		8	7	9	*0*
Gap		*-27*	*-29*	*-27*	
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
Long Beach	4				
Special Education		29	36	38	*2*
Gap		*-16*	*-16*	*-18*	
Non-Special Education		45	52	56	
California	4				
Special Education		29	28	34	*2*
Gap		*-23*	*-28*	*-25*	
Non-Special Education		52	56	59	
Long Beach	8				
Special Education		15	8	15	*10*
Gap		*-25*	*-37*	*-35*	
Non-Special Education		40	45	50	
California	8				
Special Education		15	15	15	*2*
Gap		*-35*	*-36*	*-37*	
Non-Special Education		50	51	52	
Long Beach	10				
Special Education		10	7	10	*-2*
Gap		*-36*	*-38*	*-34*	
Non-Special Education		46	45	44	
California	10				
Special Education		13	11	14	*-1*
Gap		*-35*	*-36*	*-34*	
Non-Special Education		48	47	48	

DISTRICT LOS ANGELES
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	**LOS ANGELES**		**CALIFORNIA**	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	647,612	721,346	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.5	NA	46.6
Percent of Students with IEPs	10.1	11.5	10.5	10.6
Percent English Language Learners	NA	43.2	NA	24.1
Percent African American	14.3	12.8	8.8	8.3
Percent Hispanic	67.3	70.8	38.7	42.5
Percent White	11.3	9.9	40.4	35.4
Percent Other	7.2	6.6	12.1	11.7
Number of FTE Teachers	26,438	35,150	230,849	298,064
Student-Teacher Ratio	24.5	19.6	24.0	20.6
Number of Schools	642	659	7,876	8,773
Current Expenditures Per Pupil [2]	$5,393	$6,245	$4,937	$5,801
Los Angeles as a Percentage of California's Public Schools			**1995-96**	**2000-01**
Percent of Students			11.7	11.7
Percent of FRPL			NA	18.8
Percent of IEPs			11.2	12.8
Percent of ELLs			NA	21.1
Percent of Schools			8.2	7.5
Percent of Teachers			11.5	11.8
Percent of State Revenue [3]			15.0	14.4

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Los Angeles
SAT/9
Percent Scoring At or Above 50th National Percentile Rank

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
Los Angeles	3	21	21	25	31	33	3.0
California	3	38	41	44	46	47	2.3
Los Angeles	4	21	22	26	29	35	3.5
California	4	40	41	45	47	49	2.3
Los Angeles	5	23	24	26	29	31	2.0
California	5	41	42	44	45	47	1.5
Los Angeles	6	22	24	25	27	29	1.8
California	6	42	44	46	47	48	1.5
Los Angeles	7	24	25	27	28	29	1.3
California	7	44	44	46	48	48	1.0
Los Angeles	8	27	28	30	31	31	1.0
California	8	46	47	49	50	49	0.8
Los Angeles	9	19	18	20	19	19	0.0
California	9	34	34	35	35	34	0.0
Los Angeles	10	20	20	21	22	22	0.5
California	10	32	33	34	34	34	0.5
Los Angeles	11	25	25	26	27	29	1.0
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
Los Angeles	3	28	32	39	47	52	6.0
California	3	40	48	56	59	62	5.5
Los Angeles	4	25	28	34	38	46	5.3
California	4	39	44	51	54	58	4.8
Los Angeles	5	26	29	33	37	42	4.0
California	5	41	45	50	54	57	4.0
Los Angeles	6	26	30	32	35	39	3.3
California	6	46	50	55	57	60	3.5
Los Angeles	7	24	26	28	30	30	1.5
California	7	42	45	48	50	52	2.5
Los Angeles	8	24	26	27	28	29	1.3
California	8	42	45	48	49	50	2.0
Los Angeles	9	30	31	33	32	32	0.5
California	9	47	48	51	51	52	1.3
Los Angeles	10	28	30	31	31	33	1.3
California	10	41	44	46	45	46	1.3
Los Angeles	11	32	36	36	35	38	1.5
California	11	43	45	47	46	47	1.0

Los Angeles
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Los Angeles	4						
African American		19	21	26	29	33	
Gap		***-37***	***-40***	***-40***	***-39***	***-38***	***1***
White		56	61	66	68	71	
Gap		***-44***	***-47***	***-48***	***-47***	***-44***	***0***
Hispanic		12	14	18	21	27	
California	4						
African American		24	27	30	33	36	
Gap		***-37***	***-37***	***-38***	***-37***	***-35***	***-2***
White		61	64	68	70	71	
Gap		***-43***	***-43***	***-44***	***-43***	***-41***	***-2***
Hispanic		18	21	24	27	30	
Los Angeles	8						
African American		26	27	28	29	30	
Gap		***-36***	***-36***	***-37***	***-36***	***-36***	***0***
White		62	63	65	65	66	
Gap		***-45***	***-44***	***-44***	***-43***	***-43***	***-2***
Hispanic		17	19	21	22	23	
California	8						
African American		31	31	34	35	35	
Gap		***-36***	***-37***	***-36***	***-36***	***-36***	***0***
White		67	68	70	71	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-41***	***-1***
Hispanic		25	26	28	30	30	
Los Angeles	10						
African American		16	17	17	19	19	
Gap		***-34***	***-31***	***-33***	***-31***	***-32***	***-2***
White		50	48	50	50	51	
Gap		***-38***	***-36***	***-37***	***-36***	***-36***	***-2***
Hispanic		12	12	13	14	15	
California	10						
African American		18	17	18	19	19	
Gap		***-32***	***-33***	***-33***	***-33***	***-32***	***0***
White		50	50	51	52	51	
Gap		***-36***	***-35***	***-36***	***-36***	***-35***	***-1***
Hispanic		14	15	15	16	16	

Los Angeles
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Los Angeles	4						
African American		18	20	26	29	35	
Gap		***-38***	***-42***	***-42***	***-41***	***-40***	***2***
White		56	62	68	70	75	
Gap		***-38***	***-41***	***-41***	***-38***	***-34***	***-4***
Hispanic		18	21	27	32	41	
California	4						
African American		21	25	32	36	40	
Gap		***-36***	***-36***	***-37***	***-36***	***-34***	***-2***
White		57	61	69	72	74	
Gap		***-36***	***-35***	***-35***	***-33***	***-30***	***-6***
Hispanic		21	26	34	39	44	
Los Angeles	8						
African American		16	18	19	19	19	
Gap		***-41***	***-41***	***-41***	***-43***	***-43***	***2***
White		57	59	60	62	62	
Gap		***-43***	***-41***	***-41***	***-42***	***-41***	***-2***
Hispanic		14	18	19	20	21	
California	8						
African American		21	23	26	27	27	
Gap		***-39***	***-40***	***-40***	***-40***	***-41***	***2***
White		60	63	66	67	68	
Gap		***-39***	***-38***	***-38***	***-37***	***-37***	***-2***
Hispanic		21	25	28	30	31	
Los Angeles	10						
African American		17	20	21	21	21	
Gap		***-41***	***-39***	***-38***	***-38***	***-40***	***-1***
White		58	59	59	59	61	
Gap		***-38***	***-37***	***-36***	***-36***	***-36***	***-2***
Hispanic		20	22	23	23	25	
California	10						
African American		21	22	24	23	25	
Gap		***-35***	***-36***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	61	
Gap		***-34***	***-33***	***-33***	***-32***	***-32***	***-2***
Hispanic		22	25	27	27	29	

Los Angeles
SAT/9-Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Los Angeles	4					
ED		16	19	22	29	
Gap		*-37*	*-46*	*-47*	*-43*	*6*
Non-ED		53	65	69	72	
California	4					
ED		22	25	28	31	
Gap		*-34*	*-42*	*-41*	*-39*	*5*
Non-ED		56	67	69	70	
Los Angeles	8					
ED		21	23	23	24	
Gap		*-23*	*-24*	*-23*	*-22*	*-1*
Non-ED		44	47	46	46	
California	8					
ED		27	28	29	30	
Gap		*-30*	*-36*	*-36*	*-34*	*4*
Non-ED		57	64	65	64	
Los Angeles	10					
ED		13	14	15	15	
Gap		*-15*	*-18*	*-17*	*-17*	*2*
Non-ED		28	32	32	32	
California	10					
ED		15	15	15	15	
Gap		*-23*	*-27*	*-28*	*-28*	*5*
Non-ED		38	42	43	43	

Math	Grade	1999	2000	2001	2002	Change in Gap
Los Angeles	4					
ED		22	19	32	41	
Gap		*-32*	*-48*	*-38*	*-35*	*3*
Non-ED		54	67	70	76	
California	4					
ED		28	35	39	44	
Gap		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	70	73	75	
Los Angeles	8					
ED		21	23	22	23	
Gap		*-17*	*-18*	*-19*	*-17*	*0*
Non-ED		38	41	41	40	
California	8					
ED		27	29	31	32	
Gap		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		54	62	62	63	
Los Angeles	10					
ED		26	14	27	28	
Gap		*-10*	*-25*	*-11*	*-11*	*1*
Non-ED		36	39	38	39	
California	10					
ED		29	29	28	30	
Gap		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		48	53	52	54	

Los Angeles
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Los Angeles	4					
LEP		8	9	11	15	
Gap		*-32*	*-35*	*-35*	*-36*	*4*
Non-LEP		40	44	46	51	
California	4					
LEP		11	13	15	18	
Gap		*-42*	*-44*	*-44*	*-43*	*1*
Non-LEP		53	57	59	61	
Los Angeles	8					
LEP		3	4	4	4	
Gap		*-37*	*-36*	*-36*	*-37*	*0*
Non-LEP		40	40	40	41	
California	8					
LEP		8	9	10	11	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*
Non-LEP		57	58	59	59	
Los Angeles	10					
LEP		1	2	2	2	
Gap		*-25*	*-24*	*-25*	*-25*	*0*
Non-LEP		26	26	27	27	
California	10					
LEP		3	3	3	3	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*
Non-LEP		41	39	40	40	

Math	Grade	1999	2000	2001	2002	Change in Gap
Los Angeles	4					
LEP		16	20	23	31	
Gap		*-26*	*-28*	*-29*	*-28*	*2*
Non-LEP		42	48	52	59	
California	4					
LEP		21	27	30	36	
Gap		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		52	60	64	67	
Los Angeles	8					
LEP		7	7	8	8	
Gap		*-28*	*-28*	*-27*	*-28*	*0*
Non-LEP		35	35	35	36	
California	8					
LEP		15	17	19	20	
Gap		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		52	55	56	57	
Los Angeles	10					
LEP		12	12	12	13	
Gap		*-25*	*-24*	*-24*	*-25*	*0*
Non-LEP		37	36	36	38	
California	10					
LEP		20	21	19	20	
Gap		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		50	50	50	51	

Los Angeles
SAT/9 - Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
Los Angeles	4				
Special Education		17	19	19	
Gap		*-10*	*-11*	*-16*	*6*
Non-Special Education		27	30	35	
California	4				
Special Education		25	27	28	
Gap		*-21*	*-21*	*-22*	*1*
Non-Special Education		46	48	50	
Los Angeles	8				
Special Education		9	9	11	
Gap		*-23*	*-23*	*-21*	*-2*
Non-Special Education		32	32	32	
California	8				
Special Education		15	15	15	
Gap		*-36*	*-37*	*-37*	*1*
Non-Special Education		51	52	52	
Los Angeles	10				
Special Education		8	6	6	
Gap		*-14*	*-17*	*-17*	*3*
Non-Special Education		22	23	23	
California	10				
Special Education		8	7	9	
Gap		*-27*	*-29*	*-27*	*0*
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
Los Angeles	4				
Special Education		21	21	24	
Gap		*-14*	*-18*	*-23*	*9*
Non-Special Education		35	39	47	
California	4				
Special Education		29	28	34	
Gap		*-23*	*-28*	*-25*	*2*
Non-Special Education		52	56	59	
Los Angeles	8				
Special Education		7	7	8	
Gap		*-22*	*-23*	*-22*	*0*
Non-Special Education		29	30	30	
California	8				
Special Education		15	15	15	
Gap		*-35*	*-36*	*-37*	*2*
Non-Special Education		50	51	52	
Los Angeles	10				
Special Education		10	8	7	
Gap		*-22*	*-25*	*-27*	*5*
Non-Special Education		32	33	34	
California	10				
Special Education		13	11	14	
Gap		*-35*	*-36*	*-34*	*-1*
Non-Special Education		48	47	48	

DISTRICT MEMPHIS
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS

State Assessment	**Tennessee Comprehensive Assessment Program (TCAP)**	**First Year Reported**	**1998**
Grades Tested	**3-9**	**How Reported**	**National Percentiles & Performance Level**

DEMOGRAPHICS [1]	**MEMPHIS**		**TENNESSEE**	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	109,286	113,730	875,670*	909,388
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	69.9*	40.2*	NA
Percent of Students with IEPs	12.5	11.5	19.4*	15.7
Percent English Language Learners	NA	1.7*	0.6*	NA
Percent African American	81.7	86.7*	23.1	24.4
Percent Hispanic	0.5	1.7*	0.7	1.8
Percent White	15.7	10.3*	75.3	72.2
Percent Other	2.1	1.3*	0.9	1.3
Number of FTE Teachers	5,699	7,486	49,627*	61,233
Student-Teacher Ratio	19.2	15.2*	17.6	14.9
Number of Schools	163	164	1,563	1,624
Current Expenditures Per Pupil [2]	$4,787	$5,693	$4,172	$5,123

Memphis as a Percentage of Tennessee's Public Schools	**1995-96**	**2000-01**
Percent of Students	12.2	12.5
Percent of FRPL	NA	NA
Percent of IEPs	10.9	9.3
Percent of ELLs	NA	NA
Percent of Schools	10.4	10.1
Percent of Teachers	10.7	12.2
Percent of State Revenue [3]	11.8	11.5

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Memphis
TCAP Achievement Test
Median National Percentiles

	Grade	1998	1999	2000	2001	2002
Reading Composite						
Memphis	3	39	39	36	34	41
Tennessee	3	56	55	56	51	59
Memphis	4	35	34	38	38	39
Tennessee	4	55	53	55	52	56
Memphis	5	38	35	34	33	34
Tennessee	5	56	55	56	55	55
Memphis	6	32	30	32	35	33
Tennessee	6	50	48	51	52	51
Memphis	7	32	32	26	31	30
Tennessee	7	51	51	46	52	52
Memphis	8	34	40	32	34	33
Tennessee	8	55	58	54	54	54
Math Composite						
Memphis	3	41	45	44	38	54
Tennessee	3	55	58	62	56	67
Memphis	4	39	42	40	41	42
Tennessee	4	56	57	58	59	61
Memphis	5	40	37	36	36	45
Tennessee	5	56	56	53	52	62
Memphis	6	41	35	36	39	36
Tennessee	6	55	52	53	56	52
Memphis	7	29	30	29	30	34
Tennessee	7	52	54	53	52	56
Memphis	8	34	36	31	34	31
Tennessee	8	55	57	58	56	53

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DISTRICT MIAMI-DADE COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	MIAMI-DADE COUNTY		FLORIDA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	333,444*	368,453*	2,176,222	2,434,821
Percent Free & Reduced Price Lunch Eligible (FRPL)	58.5*	59.1*	NA	44.3
Percent of Students with IEPs	9.4	11.1	13.4	15.0
Percent English Language Learners	16.0	18.1	NA	7.7
Percent African American	33.8	31.2	25.3	25.2
Percent Hispanic	50.6	56.2	15.3	19.4
Percent White	14.2	11.3	57.5	53.3
Percent Other	1.4	2.0*	2.0	2.1
Number of FTE Teachers	17,094	18,608	114,938	132,030
Student-Teacher Ratio	19.5	18.2	18.9	18.4
Number of Schools	303*	356	2,760	3,316
Current Expenditures Per Pupil [2]	$5,745	$6,141	$5,275	$5,790
Miami as a Percentage of Florida's Public Schools			1995-96	2000-01
Percent of Students			15.3	15.1
Percent of FRPL			NA	20.2
Percent of IEPs			10.8	11.2
Percent of ELLs			NA	35.6
Percent of Schools			11.0	10.7
Percent of Teachers			14.9	14.1
Percent of State Revenue [3]			18.4	18.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Miami-Dade County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Miami-Dade	4	36	40	42	48	4.0
Florida	4	48	52	53	54	2.0
Miami-Dade	8	31	29	30	34	1.0
Florida	8	44	39	43	45	0.3
Miami-Dade	10	20	21	23	24	1.3
Florida	10	30	29	35	36	2.0
Math						
Miami-Dade	5	24	37	41	45	7.0
Florida	5	35	46	48	48	4.3
Miami-Dade	8	30	37	39	39	3.0
Florida	8	44	51	55	53	3.0
Miami-Dade	10	32	37	49	44	4.0
Florida	10	47	51	61	60	4.3

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Miami-Dade County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Miami-Dade	4						
African American		20	23	29	35	36	
Gap		*-44*	*-43*	*-41*	*-38*	*-35*	*-9*
White		64	66	70	73	71	
Gap		*-26*	*-24*	*-21*	*-20*	*-22*	*-4*
Hispanic		38	42	49	53	49	
Florida	4						
African American		23	26	32	31	36	
Gap		*-42*	*-41*	*-39*	*-35*	*-31*	*-11*
White		65	67	71	66	67	
Gap		*-27*	*-26*	*-23*	*-23*	*-21*	*-6*
Hispanic		38	41	48	43	46	
Miami-Dade	8						
African American		18	20	17	20	21	
Gap		*-42*	*-44*	*-45*	*-40*	*-37*	*-5*
White		60	64	62	60	58	
Gap		*-26*	*-26*	*-25*	*-24*	*-23*	*-3*
Hispanic		34	38	37	36	35	
Florida	8						
African American		21	24	20	21	24	
Gap		*-34*	*-37*	*-38*	*-35*	*-34*	*0*
White		55	61	58	56	58	
Gap		*-22*	*-24*	*-23*	*-25*	*-23*	*1*
Hispanic		33	37	35	31	35	
Miami-Dade	10						
African American		11	11	12	13	13	
Gap		*-37*	*-35*	*-34*	*-39*	*-36*	*-1*
White		48	46	46	52	49	
Gap		*-27*	*-24*	*-24*	*-25*	*-25*	*-2*
Hispanic		21	22	22	27	24	
Florida	10						
African American		12	13	13	15	14	
Gap		*-26*	*-29*	*-27*	*-34*	*-33*	*7*
White		38	42	40	49	47	
Gap		*-18*	*-19*	*-18*	*-24*	*-23*	*5*
Hispanic		20	23	22	25	24	

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Miami-Dade County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Miami-Dade	5						
African American		8	13	26	31	32	
Gap		*-37*	*-37*	*-38*	*-38*	*-35*	*-2*
White		45	50	64	69	67	
Gap		*-23*	*-22*	*-18*	*-18*	*-20*	*-3*
Hispanic		22	28	46	51	47	
Florida	5						
African American		10	15	26	25	27	
Gap		*-34*	*-36*	*-37*	*-34*	*-33*	*-1*
White		44	51	63	59	60	
Gap		*-22*	*-22*	*-19*	*-19*	*-17*	*-5*
Hispanic		22	29	44	40	43	
Miami-Dade	8						
African American		17	16	25	28	22	
Gap		*-46*	*-47*	*-45*	*-44*	*-44*	*-2*
White		63	63	70	72	66	
Gap		*-29*	*-26*	*-24*	*-23*	*-25*	*-4*
Hispanic		34	37	46	49	41	
Florida	8						
African American		19	21	30	30	28	
Gap		*-40*	*-43*	*-41*	*-38*	*-39*	*-1*
White		59	64	71	68	67	
Gap		*-25*	*-26*	*-24*	*-24*	*-25*	*0*
Hispanic		34	38	47	44	42	
Miami-Dade	10						
African American		13	18	22	35	27	
Gap		*-51*	*-47*	*-49*	*-45*	*-46*	*-5*
White		64	65	71	80	73	
Gap		*-35*	*-30*	*-29*	*-22*	*-31*	*-4*
Hispanic		29	35	42	58	42	
Florida	10						
African American		15	22	26	32	32	
Gap		*-39*	*-41*	*-44*	*-40*	*-41*	*2*
White		54	63	70	72	73	
Gap		*-24*	*-25*	*-26*	*-24*	*-25*	*1*
Hispanic		30	38	44	48	48	

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DISTRICT MILWAUKEE
STATE WISCONSIN

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Wisconsin Knowledge and Concepts Examination**	**First Year Reported**	**1998**
Grades Tested	**3,4,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	MILWAUKEE		WISCONSIN	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	103,676*	97,994*	870,175	879,476
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.3	69.9*	NA	24.9
Percent of Students with IEPs	14.0	15.0*	12.5	14.2
Percent English Language Learners	NA	5.5*	NA	2.6
Percent African American	60.1*	60.8	9.4	10.0
Percent Hispanic	11.9*	15.1	3.3	4.5
Percent White	21.1*	16.7*	83.2	80.7
Percent Other	6.9*	7.4*	4.1	4.7
Number of FTE Teachers	6,615*	6,972	55,033	62,332
Student-Teacher Ratio	15.7	14.0*	15.8	14.1
Number of Schools	159*	202*	2,037	2,182
Current Expenditures Per Pupil [2]	$7,353	$8,557	$6,517	$7,527

Milwaukee as a Percentage of Wisconsin's Public Schools	**1995-96**	**2000-01**
Percent of Students	11.9	11.1
Percent of FRPL	NA	31.2
Percent of IEPs	12.7	11.8
Percent of ELLs	NA	23.9
Percent of Schools	7.8	9.3
Percent of Teachers	12.0	11.2
Percent of State Revenue [3]	17.1	14.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 1999-00 are from the 1999 fiscal year.

[3] Percent of state revenue data for 1999-00 are from the 1999 fiscal year.

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Milwaukee
Wisconsin Knowledge and Concepts Examinations (WKCE)
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
Milwaukee	4	41	52	52	54	55	3.5
Wisconsin	4	69	78	78	78	79	2.5
Milwaukee	8	27	40	43	37	41	3.5
Wisconsin	8	54	74	73	73	74	5.0
Milwaukee	10	27	31	32	35	26	-0.3
Wisconsin	10	63	69	69	69	60	-0.8
Math							
Milwaukee	4	21	45	47	36	42	5.3
Wisconsin	4	52	75	74	65	69	4.3
Milwaukee	8	9	11	11	8	10	0.3
Wisconsin	8	30	42	42	39	44	3.5
Milwaukee	10	7	10	10	10	11	1.0
Wisconsin	10	35	39	39	46	43	2.0

Milwaukee
Wisconsin Reading Comprehension Test
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	2002	Annualized Change
Milwaukee	3	49.9	49.4	55.3	54.9	50.4	0.1
Wisconsin	3	64.9	70.4	74.5	76.5	74.2	2.3

Milwaukee
WKCE-Reading
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	2002	Change in Gap
Milwaukee	4						
African American		34	46	47	49	52	
Gap		*-29*	*-30*	*-30*	*-27*	-23	-6
White		63	76	77	76	75	
Gap		*-26*	*-29*	*-33*	*-26*	-30	4
Hispanic		37	47	44	50	45	
Wisconsin	4						
African American		36	50	51	52	54	
Gap		*-40*	*-34*	*-33*	*-32*	-31	-9
White		76	84	84	84	85	
Gap		*-29*	*-29*	*-32*	*-31*	-32	3
Hispanic		47	55	52	53	53	
Milwaukee	8						
African American		20	32	34	30	34	
Gap		*-33*	*-35*	*-35*	*-36*	-33	0
White		53	67	69	66	67	
Gap		*-25*	*-25*	*-23*	*-27*	-24	-1
Hispanic		28	42	46	39	43	
Wisconsin	8						
African American		24	36	38	35	38	
Gap		*-46*	*-43*	*-42*	*-44*	-42	-4
White		70	79	80	79	80	
Gap		*-36*	*-29*	*-31*	*-32*	-31	-5
Hispanic		34	50	49	47	49	
Milwaukee	10						
African American		17	22	24	27	17	
Gap		*-34*	*-32*	*-33*	*-33*	-35	1
White		51	54	57	60	52	
Gap		*-23*	*-25*	*-28*	*-29*	-28	5
Hispanic		28	29	29	31	24	
Wisconsin	10						
African American		22	27	29	33	20	
Gap		*-48*	*-48*	*-46*	*-42*	-46	-2
White		70	75	75	75	66	
Gap		*-35*	*-34*	*-35*	*-34*	-34	-1
Hispanic		35	41	40	41	32	

Milwaukee
WKCE-Math
Percent Proficent/Advanced

	Grade	1998	1999	2000	2001	2002	Change in Gap
Milwaukee	4						
African American		15	38	41	30	36	
Gap		***-27***	***-32***	***-31***	***-29***	***-30***	***3***
White		42	70	72	59	66	
Gap		***-22***	***-29***	***-30***	***-24***	***-32***	***10***
Hispanic		20	41	42	35	34	
Wisconsin	4						
African American		17	41	43	32	36	
Gap		***-41***	***-40***	***-38***	***-40***	***-41***	***0***
White		58	81	81	72	77	
Gap		***-30***	***-32***	***-32***	***-31***	***-35***	***5***
Hispanic		28	49	49	41	42	
Milwaukee	8						
African American		4	5	5	3	5	
Gap		***-21***	***-27***	***-26***	***-19***	***-23***	***2***
White		25	32	31	22	28	
Gap		***-16***	***-19***	***-18***	***-13***	***-18***	***2***
Hispanic		9	13	13	9	10	
Wisconsin	8						
African American		5	7	7	6	7	
Gap		***-30***	***-41***	***-40***	***-39***	***-44***	***14***
White		35	48	47	45	51	
Gap		***-24***	***-31***	***-29***	***-30***	***-34***	***10***
Hispanic		11	17	18	15	17	
Milwaukee	10						
African American		2	3	4	4	5	
Gap		***-19***	***-21***	***-21***	***-24***	***-24***	***5***
White		21	24	25	28	29	
Gap		***-18***	***-16***	***-18***	***-20***	***-23***	***5***
Hispanic		3	8	7	8	6	
Wisconsin	10						
African American		5	6	7	8	8	
Gap		***-35***	***-37***	***-36***	***-44***	***-40***	***5***
White		40	43	43	52	48	
Gap		***-28***	***-28***	***-30***	***-36***	***-33***	***5***
Hispanic		12	15	13	16	15	

DISTRICT MINNEAPOLIS
STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Minnesota Comprehensive Assessment & BasicSkills Test**	**First Year Reported**	**1998**
Grades Tested	**3,5, & 8**	**How Reported**	**Performance Level & Percent Passing**

DEMOGRAPHICS [1]	MINNEAPOLIS		MINNESOTA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	46,612	48,834	835,166	740,176
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.4*	65.6	NA	25.6
Percent of Students with IEPs	14.3	13.4	12.4	12.8
Percent English Language Learners	11.6*	21.7	NA	5.2
Percent African American	40.4	44.5	4.8	6.6
Percent Hispanic	4.4	9.2	2.0	3.4
Percent White	36.6	27.2	87.4	82.9
Percent Other	18.7	19.2	5.8	7.1
Number of FTE Teachers	3,080	3,314	46,971	53,457
Student-Teacher Ratio	15.1	12.5	17.8	16.0
Number of Schools	144	141	2,157	2,362
Current Expenditures Per Pupil [2]	$7,831	$9,625	$5,801	$6,791

Minneapolis as a Percentage of Minnesota's Public Schools	**1995-96**	**2000-01**
Percent of Students	5.6	5.7
Percent of FRPL	NA	14.6
Percent of IEPs	6.4	6.0
Percent of ELLs	NA	23.9
Percent of Schools	6.7	6.0
Percent of Teachers	6.6	6.2
Percent of State Revenue [3]	6.9	7.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & IV

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
Minneapolis	3	18.7	22.4	22.9	25.5	26.7	2.0
Minnesota	3	35.3	39.9	44.6	49.0	48.8	3.4
Minneapolis	5	19.8	21.3	26.0	33.2	34.2	3.6
Minnesota	5	38.2	44.6	51.8	62.9	64.0	6.5
Math							
Minneapolis	3	18.9	22.9	25.9	30.1	29.9	2.8
Minnesota	3	35.2	42.1	46.4	52.7	47.9	3.2
Minneapolis	5	16.4	18.1	24.0	26.8	29.3	3.2
Minnesota	5	31.1	36.4	45.6	50.6	52.7	5.4

Minneapolis
Minnesota Basic Standards Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
Minneapolis	8	41	48	56	51	52.5	2.8
Minnesota	8	68	75	80	79	80.0	3.0
Math							
Minneapolis	8	41	42	45	42	47.7	1.6
Minnesota	8	71	70	72	72	74.5	1.0

Minneapolis
Minnesota Comprehensive Assessment (MCA)-Reading
Percent Scoring Levels III & IV

	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
African American		7.3	10.5	10.9	14.8	15.5	
Gap		*-37.6*	*-39.4*	*-43.0*	*-43.3*	*-43.5*	*6*
White		44.9	50.0	53.8	58.1	59.0	
Gap		*-31.5*	*-31.0*	*-38.4*	*-45.4*	*-45.8*	*14*
Hispanic		13.5	19.0	15.4	12.7	13.2	
Minnesota	3						
African American		10.7	15.0	16.1	20.1	21.1	
Gap		*-28.6*	*-29.5*	*-34.2*	*-34.7*	*-33.8*	*5*
White		39.4	44.5	50.2	54.9	54.9	
Gap		*-23.7*	*-24.2*	*-28.8*	*-31.7*	*-33.0*	*9*
Hispanic		15.7	20.3	21.5	23.1	21.9	
Minneapolis	5						
African American		7.4	9.6	14.6	20.0	21.5	
Gap		*-37.8*	*-39.6*	*-41.4*	*-49.0*	*-49.7*	*12*
White		45.1	49.2	56.0	69.1	71.2	
Gap		*-34.0*	*-37.1*	*-38.2*	*-46.8*	*-52.7*	*19*
Hispanic		11.1	12.0	17.8	22.3	18.5	
Minnesota	5						
African American		13.0	15.5	19.8	28.0	29.0	
Gap		*-29.0*	*-33.9*	*-37.6*	*-41.8*	*-42.1*	*13*
White		42.0	49.3	57.4	69.7	71.1	
Gap		*-25.6*	*-30.3*	*-31.5*	*-36.5*	*-37.6*	*12*
Hispanic		16.3	19.0	25.9	33.2	33.5	

Minnesota Basic Skills Test (MBST)-Reading
Percent Passing

Minneapolis	8						
African American		23.9	30.2	41.8	36.9	39.7	
Gap		*-48.7*	*-47.4*	*-42.2*	*-45.7*	*-45.2*	*-3*
White		72.6	77.6	84.0	82.6	84.9	
Gap		*-48.9*	*-38.7*	*-45.8*	*-44.1*	*-47.0*	*-2*
Hispanic		23.7	38.9	38.2	38.5	37.9	
Minnesota	8						
African American		31.2	38.5	48.1	45.2	46.5	
Gap		*-41.2*	*-41.3*	*-36.0*	*-38.4*	*-39.1*	*-2*
White		72.4	79.8	84.1	83.6	85.6	
Gap		*-34.1*	*-34.6*	*-31.0*	*-32.4*	*-33.6*	*-1*
Hispanic		38.3	45.2	53.1	51.2	52.0	

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Minneapolis
Minnesota Comprehensive Assessment (MCA)-Math
Percent Scoring Levels III & IV

	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
African American		6.9	7.2	12.5	18.2	16.4	
Gap		*-38.4*	*-46.4*	*-42.5*	*-40.8*	*-42.8*	*4*
White		45.3	53.6	55.0	59.0	59.2	
Gap		*-33.5*	*-34.0*	*-39.0*	*-42.4*	*-41.4*	*8*
Hispanic		11.8	19.6	16.0	16.6	17.8	
Minnesota	3						
African American		8.2	11.2	15.2	19.8	19.1	
Gap		*-31.2*	*-36.1*	*-36.7*	*-38.8*	*-34.4*	*3*
White		39.4	47.4	51.9	58.6	53.5	
Gap		*-25.8*	*-28.6*	*-30.6*	*-33.1*	*-31.7*	*6*
Hispanic		13.6	18.7	21.3	25.5	21.8	
Minneapolis	5						
African American		3.4	5.5	10.4	11.6	14.0	
Gap		*-37.1*	*-39.3*	*-44.0*	*-49.1*	*-48.9*	*12*
White		40.5	44.7	54.4	60.7	62.9	
Gap		*-33.1*	*-36.5*	*-41.9*	*-40.9*	*-45.3*	*12*
Hispanic		7.5	8.3	12.5	19.8	17.6	
Minnesota	5						
African American		6.6	7.8	12.7	16.5	18.3	
Gap		*-28.0*	*-32.8*	*-38.1*	*-40.1*	*-40.8*	*13*
White		34.5	40.6	50.8	56.7	59.1	
Gap		*-23.5*	*-27.8*	*-32.0*	*-33.8*	*-34.7*	*11*
Hispanic		11.0	12.8	18.8	22.8	24.3	

Minnesota Basic Skills Test (MBST)-Math
Percent Passing

Minneapolis	8						
African American		21.4	19.8	24.5	22.2	30.1	
Gap		*-51.3*	*-54.9*	*-50.3*	*-52.0*	*-48.7*	*-3*
White		72.7	74.7	74.8	74.2	78.8	
Gap		*-51.6*	*-47.7*	*-45.7*	*-42.5*	*-45.6*	*-6*
Hispanic		21.1	27.0	29.1	31.7	33.2	
Minnesota	8						
African American		26.0	26.2	30.6	29.7	33.0	
Gap		*-49.5*	*-48.9*	*-46.0*	*-47.5*	*-47.5*	*-2*
White		75.5	75.1	76.6	77.2	80.5	
Gap		*-38.2*	*-38.1*	*-37.1*	*-36.9*	*-37.6*	*-1*
Hispanic		37.3	37.0	39.5	40.3	42.9	

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Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
Eligible for FRPL		8.0	10.7	9.8	12.6	13.5	
Gap		*-39.1*	*-39.9*	*-43.9*	*-43.9*	*-44.8*	*5.7*
Not Eligible		47.1	50.7	53.6	56.5	58.3	
Minnesota	3						
Eligible for FRPL		18.1	21.5	23.5	28.2	28.1	
Gap		*-25.2*	*-26.8*	*-30.6*	*-30.0*	*-29.9*	*4.7*
Not Eligible		43.3	48.3	54.1	58.1	58.0	
Minneapolis	5						
Eligible for FRPL		8.1	10.0	13.0	19.1	21.0	
Gap		*-39.1*	*-38.7*	*-43.0*	*-47.5*	*-46.3*	*7.2*
Not Eligible		47.1	48.7	56.0	66.5	67.3	
Minnesota	5						
Eligible for FRPL		19.6	24.0	29.2	39.4	40.4	
Gap		*-26.4*	*-29.4*	*-31.9*	*-33.2*	*-33.9*	*7.5*
Not Eligible		46.0	53.3	61.1	72.5	74.3	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
Eligible for FRPL		8.7	11.3	14.5	19.1	19.3	
Gap		*-38.4*	*-40.3*	*-38.3*	*-37.9*	*-36.9*	*-1.5*
Not Eligible		47.0	51.5	52.8	57.0	56.1	
Minnesota	3						
Eligible for FRPL		17.7	23.6	26.8	32.9	29.0	
Gap		*-25.6*	*-27.0*	*-28.5*	*-28.5*	*-27.5*	*1.9*
Not Eligible		43.3	50.6	55.3	61.4	56.5	
Minneapolis	5						
Eligible for FRPL		5.9	7.4	12.5	14.2	17.4	
Gap		*-34.8*	*-36.4*	*-38.1*	*-43.1*	*-42.2*	*7.4*
Not Eligible		40.7	43.9	50.6	57.2	59.5	
Minnesota	5						
Eligible for FRPL		14.0	17.7	23.5	28.4	29.9	
Gap		*-24.3*	*-26.5*	*-31.2*	*-31.4*	*-32.8*	*8.5*
Not Eligible		38.2	44.2	54.7	59.8	62.7	

Minnesota Basic Skills Test (MBST)
Percent Passing

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	8						
Eligible for FRPL		26.5	32.2	43.0	38.3	39.9	
Gap		*-44.5*	*-46.3*	*-36.8*	*-38.9*	*-40.7*	*-3.8*
Not Eligible		71.0	78.5	79.9	77.2	80.7	
Minnesota	8						
Eligible for FRPL		45.6	53.2	59.6	57.1	59.3	
Gap		*-30.1*	*-29.6*	*-26.9*	*-29.0*	*-28.3*	*-1.8*
Not Eligible		75.7	82.7	86.4	86.0	87.6	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	8						
Eligible for FRPL		26.9	27.6	32.9	30.3	35.3	
Gap		*-43.2*	*-42.7*	*-35.5*	*-36.5*	*-40.6*	*-2.5*
Not Eligible		70.1	70.3	68.4	66.8	75.9	
Minnesota	8						
Eligible for FRPL		48.1	46.9	49.3	47.8	51.7	
Gap		*-30.4*	*-31.4*	*-30.1*	*-32.2*	*-31.2*	*0.8*
Not Eligible		78.5	78.2	79.4	80.0	82.9	

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Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
LEP		4.0	6.2	4.2	7.6	9.0	
Gap		*-18.2*	*-20.1*	*-23.8*	*-23.7*	*-24.0*	*5.8*
Non-LEP		22.2	26.4	28.0	31.3	33.0	
Minnesota	3						
LEP		4.5	7.3	6.1	12.6	10.4	
Gap		*-32.3*	*-34.4*	*-40.8*	*-38.9*	*-41.3*	*8.9*
Non-LEP		36.8	41.7	46.9	51.6	51.7	
Minneapolis	5						
LEP		3.6	4.4	4.6	8.0	9.7	
Gap		*-19.7*	*-20.5*	*-26.4*	*-32.1*	*-31.4*	11.8
Non-LEP		23.2	25.0	31.0	40.2	41.2	
Minnesota	5						
LEP		4.3	5.4	7.2	16.5	15.1	
Gap		*-35.3*	*-41.0*	*-46.9*	*-49.3*	*-52.0*	*16.7*
Non-LEP		39.6	46.4	54.0	65.8	67.1	

Minnesota Basic Skills Test (MBST)
Percent Passing

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	8						
LEP		13.0	15.8	25.6	20.5	21.3	
Gap		*-33.7*	*-37.7*	*-37.2*	*-37.7*	*-39.6*	*5.9*
Non-LEP		46.6	53.5	62.8	58.3	60.9	
Minnesota	8						
LEP		15.8	21.6	30.5	32.0	30.8	
Gap		*-53.8*	*-55.3*	*-51.2*	*-48.9*	*-51.8*	*-2.0*
Non-LEP		69.6	76.9	81.7	80.9	82.6	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
LEP		7.5	10.0	12.6	19.1	19.0	
Gap		*-14.5*	*-16.1*	*-17.1*	*-14.9*	*-15.1*	*0.6*
Non-LEP		21.9	26.2	29.7	34.0	34.1	
Minnesota	3						
LEP		6.6	9.7	12.5	22.1	16.6	
Gap		*-30.0*	*-34.4*	*-36.0*	*-32.8*	*-33.8*	*3.8*
Non-LEP		36.6	44.0	48.5	54.9	50.4	
Minneapolis	5						
LEP		4.3	5.2	8.4	8.6	13.3	
Gap		*-14.8*	*-15.9*	*-19.5*	*-23.5*	*-20.7*	*5.9*
Non-LEP		19.0	21.0	27.8	32.1	34.0	
Minnesota	5						
LEP		4.2	4.7	9.5	14.6	14.6	
Gap		*-28.0*	*-33.1*	*-37.9*	*-38.4*	*-40.6*	*12.6*
Non-LEP		32.2	37.8	47.5	53.0	55.2	
Minneapolis	8						
LEP		17.0	17.7	27.4	26.3	31.1	
Gap		*-28.8*	*-28.7*	*-22.0*	*-20.1*	*-21.3*	*-7.6*
Non-LEP		*45.9*	46.4	*49.5*	46.4	52.3	
Minnesota	8						
LEP		22.5	24.2	31.4	33.1	32.1	
Gap		*-49.7*	*-47.6*	*-42.1*	*-40.7*	*-44.8*	*-4.9*
Non-LEP		72.2	71.8	73.5	73.8	76.9	

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Minneapolis
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
Special Education		5.7	9.1	6.4	9.7	6.1	
Gap		*-14.7*	*-14.8*	*-18.7*	*-17.9*	*-22.9*	*8.2*
Regular Education		20.4	23.9	25.1	27.6	29.0	
Minnesota	3						
Special Education		12.4	15.3	17.5	21.4	21.9	
Gap		*-25.9*	*-27.9*	*-30.6*	*-31.0*	*-30.1*	*4.3*
Regular Education		38.3	43.1	48.1	52.4	52.1	
Minneapolis	5						
Special Education		3.2	4.6	6.9	9.8	11.7	
Gap		*-19.4*	*-19.7*	*-22.5*	*-26.9*	*-25.8*	*6.3*
Regular Education		22.6	24.3	29.4	36.7	37.5	
Minnesota	5						
Special Education		12.0	15.0	20.4	28.7	29.2	
Gap		*-30.3*	*-34.3*	*-36.3*	*-39.5*	*-40.1*	*9.8*
Regular Education		42.3	49.3	56.6	68.1	69.2	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	3						
Special Education		5.8	10.4	8.6	10.7	9.3	
Gap		*-15.0*	*-14.1*	*-19.6*	*-22.1*	*-23.2*	*8.2*
Regular Education		20.8	24.5	28.2	32.8	32.5	
Minnesota	3						
Special Education		14.2	19.5	22.0	26.3	23.5	
Gap		*-23.9*	*-25.7*	*-27.6*	*-29.9*	*-27.6*	*3.7*
Regular Education		38.0	45.2	49.6	56.1	51.1	
Minneapolis	5						
Special Education		3.2	5.1	7.1	6.9	8.8	
Gap		*-15.4*	*-15.5*	*-19.9*	*-23.1*	*-23.7*	*8.3*
Regular Education		18.7	20.6	27.0	30.0	32.5	
Minnesota	5						
Special Education		10.5	13.5	19.1	21.9	23.0	
Gap		*-23.8*	*-26.5*	*-30.7*	*-33.3*	*-34.2*	*10.4*
Regular Education		34.3	40.0	49.8	55.1	57.3	

Minnesota Basic Skills Test (MBST)
Percent Passing

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	8						
Special Education		9.6	13.8	20.9	16.6	15.2	
Gap		*-37.1*	*-40.3*	*-41.5*	*-41.4*	*-44.2*	*7.0*
Regular Education		46.7	54.1	62.3	58.0	59.4	
Minnesota	8						
Special Education		24.9	32.7	39.0	36.7	40.3	
Gap		*-48.9*	*-48.3*	*-46.8*	*-48.2*	*-45.5*	*-3.4*
Regular Education		73.8	81.0	85.8	84.9	85.8	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
Minneapolis	8						
Special Education		9.5	11.2	12.9	11.4	10.6	
Gap		*-37.0*	*-36.7*	*-38.3*	*-37.1*	*-43.9*	*6.9*
Regular Education		46.5	47.9	51.2	48.5	54.5	
Minnesota	8						
Special Education		26.8	27.0	28.7	30.1	33.1	
Gap		*-49.8*	*-49.2*	*-49.6*	*-48.0*	*-47.5*	*-2.3*
Regular Education		76.6	76.2	78.3	78.1	80.6	

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DISTRICT NASHVILLE
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Tennessee Comprehensive Assessment Program (TCAP)**	**First Year Reported**	**1998**
Grades Tested	**3-9**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	NASHVILLE		TENNESSEE	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	70,352	67,669	875,670*	909,388
Percent Free & Reduced Price Lunch Eligible (FRPL)	44.8*	44.9*	40.2*	NA
Percent of Students with IEPs	17.3*	15.1	19.4*	15.7
Percent English Language Learners	2.0*	10.9*	0.6*	NA
Percent African American	41.3*	46.3*	23.1	24.4
Percent Hispanic	1.3	5.4*	0.7	1.8
Percent White	54.1*	44.6*	75.3	72.2
Percent Other	3.3*	3.6*	0.9	1.3
Number of FTE Teachers	4,110*	4,820	49,627*	61,233
Student-Teacher Ratio	17.1*	14.0*	117.6	14.9
Number of Schools	122	125	1,563	1,624
Current Expenditures Per Pupil [2]	$5,078	$6,608	$4,172	$5,123

Nashville as a Percentage of Tennesee's Public Schools	**1995-96**	**2000-01**
Percent of Students	8.0	7.4
Percent of FRPL	NA	NA
Percent of IEPs	7.2	7.1
Percent of ELLs	26.5	NA
Percent of Schools	7.8	7.7
Percent of Teachers	8.3	7.9
Percent of State Revenue [3]	6.7	5.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Nashville
TCAP Achievement Test
Median National Percentiles

	Grade	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading							
Nashville	3	49	49	49	47	54	0.7
Tennessee	3	56	55	56	51	59	0.4
Nashville	4	47	45	47	45	49	0.3
Tennessee	4	55	53	55	52	56	0.2
Nashville	5	45	45	44	41	41	-0.5
Tennessee	5	56	55	56	55	55	-0.2
Nashville	6	41	40	44	44	41	0.0
Tennessee	6	50	48	51	52	51	0.1
Nashville	7	42	43	38	42	44	0.3
Tennessee	7	51	51	46	52	52	0.2
Nashville	8	47	50	47	45	44	-0.4
Tennessee	8	55	58	54	54	54	-0.1
Math							
Nashville	3	49	49	56	48	61	1.6
Tennessee	3	55	58	62	56	67	1.7
Nashville	4	47	49	48	49	54	0.9
Tennessee	4	56	57	58	59	61	0.7
Nashville	5	37	42	38	38	47	1.4
Tennessee	5	56	56	53	52	62	0.8
Nashville	6	40	41	44	45	42	0.3
Tennessee	6	55	52	53	56	52	-0.4
Nashville	7	41	45	42	40	47	0.8
Tennessee	7	52	54	53	52	56	0.5
Nashville	8	48	47	48	42	43	-0.7
Tennessee	8	55	57	58	56	53	-0.3

DISTRICT NEWARK
STATE NEW JERSEY

STATE READING AND MATH ASSESSMENTS			
State Assessment	**ESPA, GEPA, & HSPT**	**First Year Reported**	**1999**
Grades Tested	**4, 8, & 11**	**How Reported**	**Percent Passing**

DEMOGRAPHICS [1]	NEWARK		NEW JERSEY	
	1995-96	2000-01	1995-96	2000-01
Number of Students	45,805	42,150	1,197,381	1,307,828
Percent Free & Reduced Price Lunch Eligible (FRPL)	81.5*	82.5	NA	27.2
Percent of Students with IEPs	6.6	16.8*	NA	NA
Percent English Language Learners	NA	9.5*	NA	NA
Percent African American	63.4	60.8	18.5	17.8
Percent Hispanic	27.2	29.3	13.5	15.3
Percent White	8.6	8.8	62.5	60.3
Percent Other	0.8	1.0	5.6	6.5
Number of FTE Teachers	3,558	3,568*	86,706	99,718
Student-Teacher Ratio	12.9	12.4	13.8	13.1
Number of Schools	80	76	2,279	2,410
Current Expenditures Per Pupil [2]	$11,266	$12,654	$9,361	$10,145

Newark as a Percentage of New Jersey's Public Schools	1995-96	2000-01
Percent of Students	3.8	3.2
Percent of FRPL	NA	9.7
Percent of IEPs	NA	NA
Percent of ELLs	NA	NA
Percent of Schools	3.5	3.2
Percent of Teachers	4.1	3.6
Percent of State Revenue [3]	9.1	7.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Newark
Elementary School Proficiency Assessment (ESPA) [4]
Percent Passing

	Grade	1999	2000	2001	2002	Annualized Change
Language Arts Literacy	4					
Newark		32.1	31.1	51.9	65.0	11.0
New Jersey		62.7	61.1	85.2	86.3	7.9
Math	4					
Newark		29.2	33.5	32.2	38.9	3.2
New Jersey		65.7	71.4	71.3	74.2	2.8

Newark
Grade Eight Proficiency Assessment (GEPA)
Percent Passing

	Grade	1999	2000	2001	2002*	Annualized Change
Language Arts	8					
Newark		52.6	47.5	46.3	46.1	-2.2
New Jersey		85.4	83.7	82.3	82.7	-0.9
Math	8					
Newark		24.1	21.7	26.5	31.0	2.3
New Jersey		68.5	67.3	70.1	66.6	-0.6

Newark
High School Proficiency Test (HSPT) [5]
Percent Passing

	Grade	1996	1997	1998	1999	2000	2001	Annualized Change
Reading	11							
Newark		43.6	42.5	44.5	43.0	44.6	46.7	0.6
New Jersey		83.4	83.0	84.0	83.5	84.1	83.4	0.0
Math	11							
Newark		42.8	41.4	40.1	46.9	51.7	49.5	1.3
New Jersey		86.2	85.9	85.9	87.0	88.4	88.2	0.4

[4] The state standards were revised.

[5] The HSPT is administered in October of each school year. The score reported here under 2001 is from the Fall 2000 administration of the exam. Students who do not pass on the first attempt can retake the exam in April. The HSPT is no longer administered.

DISTRICT NEW ORLEANS
STATE LOUISIANA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Iowa Test of Basic Skills (ITBS), LEAP 21, & GEE**	**First Year Reported**	**1999**
Grades Tested	**3-10**	**How Reported**	**Percentile & Performance Level**

DEMOGRAPHICS [1]	NEW ORLEANS		LOUISIANA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	85,596	77,610	797,366	743,089
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	74.6	NA	58.3
Percent of Students with IEPs	11.8	9.4	11.1	13.0
Percent English Language Learners	NA	2.1	NA	1.4
Percent African American	90.4	92.7	51.0	47.8
Percent Hispanic	1.3	1.2	1.1	1.4
Percent White	5.7	3.9	46.0	48.9
Percent Other	2.6	2.2	1.9	1.9
Number of FTE Teachers	3,876	4,629	46,980	49,916
Student-Teacher Ratio	22.1	17.0	17.0	14.9
Number of Schools	121	128	1,470	1,530
Current Expenditures Per Pupil [2]	$4,436	$5,281	$4,447	$5,548

New Orleans as a Percentage of Louisiana's Public Schools	1995-96	2000-01
Percent of Students	10.7	10.4
Percent of FRPL	NA	13.4
Percent of IEPs	11.4	7.6
Percent of ELLs	NA	16.0
Percent of Schools	8.2	8.4
Percent of Teachers	8.3	9.3
Percent of State Revenue [3]	10.3	10.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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New Orleans
ITBS/ITED
National Percentile Ranks [1]

	Grade	1999	2000	2001	2002	Annualized Change in NCEs
Composite						
New Orleans	3	23	25	28	27	1.4
Louisiana	3	45	47	50	50	1.3
New Orleans	5	23	25	38	33	3.2
Louisiana	5	44	46	52	51	1.9
New Orleans	6	26	27	30	33	2.1
Louisiana	6	45	47	48	51	1.6
New Orleans	7	24	25	25	27	1.0
Louisiana	7	44	46	47	47	0.8
New Orleans	9	28	29	39	33	1.5
Louisiana	9	44	46	50	48	1.1

New Orleans
LEAP 21
Percent At/Above Basic

	Grade	1999	2000	2001	2002	Annualized Change
English Language Arts						
New Orleans	4	33	33	38	31	-0.7
Louisiana	4	55	55	59	57	0.7
New Orleans	8	23	29	21	22	-0.3
Louisiana	8	43	54	51	48	1.7
Math						
New Orleans	4	19	27	30	25	2.0
Louisiana	4	42	49	54	50	2.7
New Orleans	8	17	22	17	15	-0.7
Louisiana	8	38	47	46	41	1.0

New Orleans
Louisiana GEE 21-Graduate Exit Exam
Percent At or Above Basic

	Grade	1999	2000	2001	2002	Annualized Change
English Language Arts						
New Orleans	10	NA	NA	32	30	-2
Louisiana	10	NA	NA	56	52	-4
Math						
New Orleans	10	NA	NA	27	21	-6
Louisiana	10	NA	NA	51	47	-4

[1] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT NEW YORK CITY
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	NEW YORK CITY		NEW YORK	
	1995-96	2000-01	1995-96	2000-01
Number of Students	1,049,039	1,066,516	2,813,230	2,882,188
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.9	NA	42.9
Percent of Students with IEPs	11.8	14.0	12.9	14.8
Percent English Language Learners	NA	16.9	NA	8.0
Percent African American	36.4	34.9	20.2	20.2
Percent Hispanic	37.2	37.8	17.4	18.5
Percent White	16.5	15.3	56.9	54.9
Percent Other	10.0	12.0	5.4	6.4
Number of FTE Teachers	66,760*	65,242	181,559	206,961
Student-Teacher Ratio	16.0	16.1	15.5	13.9
Number of Schools	1,108	1,203	4,149	4,336
Current Expenditures Per Pupil [2]	$7,428	$8,818	$8,361	$9,344
New York City as a Percentage of New York's Public Schools			1995-96	2000-01
Percent of Students			37.3	37.0
Percent of FRPL			NA	62.0
Percent of IEPs			34.2	35.1
Percent of ELLs			NA	78.2
Percent of Schools			26.7	28.0
Percent of Teachers			36.1	31.5
Percent of State Revenue [3]			34.6	35.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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New York City
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	2002	Annualized Change
English Language Arts						
New York City	4	32.7	41.7	43.9	46.5	4.6
New York State	4	48.1	58.7	60.0	61.5	4.5
New York City	8	35.3	32.5	33.1	29.5	-1.9
New York State	8	48.1	44.9	44.9	44.3	-1.3
Math						
New York City	4	49.6	46.2	51.8	51.9	0.8
New York State	4	66.7	65.0	69.1	67.6	0.3
New York City	8	22.8	22.6	22.8	29.8	2.3
New York State	8	37.9	40.3	39.4	47.7	3.3

DISTRICT NORFOLK
STATE VIRGINIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Standards of Learning Assessments, Stanford 9**	**First Year Reported**	**1998**
Grades Tested	**3-6, 8 & 9**	**How Reported**	**National Percentiles & Percent Passing**

DEMOGRAPHICS [1]	NORFOLK		VIRGINIA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	36,084	37,349	1,079,854	1,144,915
Percent Free & Reduced Price Lunch Eligible (FRPL)	65.0	57.4	NA	28.0
Percent of Students with IEPs	11.9	12.8	13.1	14.1
Percent English Language Learners	NA	0.1	NA	3.2
Percent African American	63.4	67.1	26.5	27.1
Percent Hispanic	1.7	2.2	3.2	4.9
Percent White	32.6	28.4	66.6	63.6
Percent Other	2.4	2.3	3.7	4.4
Number of FTE Teachers	2,585	2,669	74,731	91,560
Student-Teacher Ratio	14.0	13.8	14.4	12.5
Number of Schools and Program Sites	58	60	1,889	1,969
Current Expenditures Per Pupil [2]	$5,362	$5,912	$5,528	$6,350

Norfolk as a Percentage of Virginia's Public Schools	1995-96	2000-01
Percent of Students	3.4	3.3
Percent of FRPL	NA	6.7
Percent of IEPs	3.2	2.9
Percent of ELLs	NA	0.1
Percent of Schools	3.1	3.0
Percent of Teachers	3.2	2.9
Percent of State Revenue [3]	3.8	4.3

Source: U.S. Department of Education. National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Norfolk
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	2001	2002	Annualized Change
English							
Norfolk	3	38	50	52	59	58	5.0
Virginia	3	55	61	62	74	72	4.2
Norfolk	5	50	68	71	77	69	4.9
Virginia	5	66	75	75	82	78	2.4
Norfolk	8	45	52	62	60	58	4.0
Virginia	8	66	68	74	76	69	1.2
Math							
Norfolk	3	47	56	64	75	73	6.4
Virginia	3	63	68	72	86	80	4.2
Norfolk	5	30	40	58	60	62	8.0
Virginia	5	47	51	64	72	71	6.1
Norfolk	8	32	40	45	51	53	6.8
Virginia	8	58	66	62	70	71	4.5

Norfolk
SAT-9
National Percentile [4]

	Grade	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading							
Norfolk	4	37	38	39	39	NA	NA
Virginia	4	50	52	53	54	NA	NA
Norfolk	6	41	44	39	39	NA	NA
Virginia	6	58	59	59	59	NA	NA
Norfolk	9	41	42	43	45	NA	NA
Virginia	9	58	60	60	60	NA	NA
Math							
Norfolk	4	45	45	49	50	NA	NA
Virginia	4	53	57	60	61	NA	NA
Norfolk	6	43	48	47	46	NA	NA
Virginia	6	58	62	65	66	NA	NA
Norfolk	9	34	33	32	35	NA	NA
Virginia	9	54	55	55	55	NA	NA

[4] Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT OAKLAND
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	OAKLAND		CALIFORNIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	52,452	54,863	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	53.8	NA	46.6
Percent of Students with IEPs	9.9	10.5	10.5	10.6
Percent English Language Learners	NA	35.3	NA	24.1
Percent African American	52.0	46.7	8.8	8.3
Percent Hispanic	20.6	28.7	38.7	42.5
Percent White	6.8	5.6	40.4	35.4
Percent Other	20.7	18.5	12.1	11.7
Number of FTE Teachers	2,262	2,834	230,849	298,064
Student-Teacher Ratio	23.2	19.2	24.0	20.6
Number of Schools	89	96	7,876	8,773
Current Expenditures Per Pupil [2]	$5,463	$6,289	$4,937	$5,801

Oakland as a Percentage of California's Public Schools	**1995-96**	**2000-01**
Percent of Students	0.9	0.9
Percent of FRPL	NA	1.0
Percent of IEPs	0.9	0.9
Percent of ELLs	NA	1.3
Percent of Schools	1.1	1.1
Percent of Teachers	1.0	1.0
Percent of State Revenue [3]	1.1	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Oakland
SAT/9
Percent Scoring At or Above 50th NPR

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
Oakland	3	22	33	28	30	33	2.8
California	3	38	41	44	46	47	2.3
Oakland	4	21	29	27	28	31	2.5
California	4	40	41	45	47	49	2.3
Oakland	5	23	27	27	27	31	2.0
California	5	41	42	44	45	47	1.5
Oakland	6	21	24	22	23	26	1.3
California	6	42	44	46	47	48	1.5
Oakland	7	24	25	24	26	26	0.5
California	7	44	44	46	48	48	1.0
Oakland	8	28	29	26	28	27	-0.3
California	8	46	47	49	50	49	0.8
Oakland	9	18	18	16	15	16	-0.5
California	9	34	34	35	35	34	0.0
Oakland	10	15	19	16	16	15	0.0
California	10	32	33	34	34	34	0.5
Oakland	11	21	20	22	22	22	0.3
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
Oakland	3	25	38	37	39	42	4.3
California	3	40	48	56	59	62	5.5
Oakland	4	21	31	31	34	36	3.8
California	4	39	44	51	54	58	4.8
Oakland	5	25	31	33	36	39	3.5
California	5	41	45	50	54	57	4.0
Oakland	6	22	30	29	33	34	3.0
California	6	46	50	55	57	60	3.5
Oakland	7	24	27	28	31	31	1.8
California	7	42	45	48	50	52	2.5
Oakland	8	26	28	26	27	33	1.8
California	8	42	45	48	49	50	2.0
Oakland	9	34	35	31	30	31	-0.8
California	9	47	48	51	51	52	1.3
Oakland	10	29	30	30	29	29	0.0
California	10	41	44	46	45	46	1.3
Oakland	11	34	34	37	36	35	0.3
California	11	43	45	47	46	47	1.0

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Oakland
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Oakland	4						
African American		18	23	22	25	29	
Gap		***-57***	***-51***	***-55***	***-54***	***-57***	***0***
White		75	74	77	79	86	
Gap		***-66***	***-53***	***-63***	***-65***	***-69***	***3***
Hispanic		9	21	14	14	17	
California	4						
African American		24	27	30	33	36	
Gap		***-37***	***-37***	***-38***	***-37***	***-35***	***-2***
White		61	64	68	70	71	
Gap		***-43***	***-43***	***-44***	***-43***	***-41***	***-2***
Hispanic		18	21	24	27	30	
Oakland	8						
African American		24	23	21	26	26	
Gap		***-59***	***-53***	***-54***	***-52***	***-46***	***-13***
White		83	76	75	78	72	
Gap		***-69***	***-57***	***-60***	***-62***	***-56***	***-13***
Hispanic		14	19	15	16	16	
California	8						
African American		31	31	34	35	35	
Gap		***-36***	***-37***	***-36***	***-36***	***-36***	***0***
White		67	68	70	71	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-41***	***-1***
Hispanic		25	26	28	30	30	
Oakland	10						
African American		12	13	12	12	10	
Gap		***-42***	***-45***	***-49***	***-37***	***-46***	***4***
White		54	58	61	49	56	
Gap		***-44***	***-42***	***-53***	***-38***	***-47***	***3***
Hispanic		10	16	8	11	9	
California	10						
African American		18	17	18	19	19	
Gap		***-32***	***-33***	***-33***	***-33***	***-32***	***0***
White		50	50	51	52	51	
Gap		***-36***	***-35***	***-36***	***-36***	***-35***	***-1***
Hispanic		14	15	15	16	16	

Oakland
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Oakland	4						
African American		13	21	21	25	26	
Gap		***-50***	***-50***	***-52***	***-55***	***-54***	***4***
White		63	71	73	80	80	
Gap		***-52***	***-44***	***-50***	***-58***	***-54***	***2***
Hispanic		11	27	23	22	26	
California	4						
African American		21	25	32	36	40	
Gap		***-36***	***-36***	***-37***	***-36***	***-34***	***-2***
White		57	61	69	72	74	
Gap		***-36***	***-35***	***-35***	***-33***	***-30***	***-6***
Hispanic		21	26	34	39	44	
Oakland	8						
African American		16	14	16	16	23	
Gap		***-58***	***-55***	***-54***	***-54***	***-48***	***-10***
White		74	69	70	70	71	
Gap		***-64***	***-54***	***-56***	***-55***	***-52***	***-12***
Hispanic		10	15	14	15	19	
California	8						
African American		21	23	26	27	27	
Gap		***-39***	***-40***	***-40***	***-40***	***-41***	***2***
White		60	63	66	67	68	
Gap		***-39***	***-38***	***-38***	***-37***	***-37***	***-2***
Hispanic		21	25	28	30	31	
Oakland	10						
African American		13	16	15	14	14	
Gap		***-40***	***-48***	***-50***	***-41***	***-47***	***7***
White		53	64	65	55	61	
Gap		***-30***	***-44***	***-44***	***-33***	***-40***	***10***
Hispanic		23	20	21	22	21	
California	10						
African American		21	22	24	23	25	
Gap		***-35***	***-36***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	61	
Gap		***-34***	***-33***	***-33***	***-32***	***-32***	***-2***
Hispanic		22	25	27	27	29	

Oakland
SAT/9-Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Oakland	4					
ED		21	19	22	25	
Gap		*-25*	*-26*	*-19*	*-25*	*0*
Non-ED		46	45	41	50	
California	4					
ED		22	25	28	31	
Gap		*-34*	*-42*	*-41*	*-39*	*5*
Non-ED		56	67	69	70	
Oakland	8					
ED		21	18	21	21	
Gap		*-16*	*-15*	*-13*	*-16*	*0*
Non-ED		37	33	34	37	
California	8					
ED		27	28	29	30	
Gap		*-30*	*-36*	*-36*	*-34*	*4*
Non-ED		57	64	65	64	
Oakland	10					
ED		14	12	11	11	
Gap		*-9*	*-7*	*-8*	*-8*	*-1*
Non-ED		23	19	19	19	
California	10					
ED		15	15	15	15	
Gap		*-23*	*-27*	*-28*	*-28*	*5*
Non-ED		38	42	43	43	

Math	Grade	1999	2000	2001	2002	Change in Gap
Oakland	4					
ED		25	26	29	31	
Gap		*-20*	*-18*	*-14*	*-20*	*0*
Non-ED		45	44	43	51	
California	4					
ED		28	35	39	44	
Gap		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	70	73	75	
Oakland	8					
ED		22	23	24	29	
Gap		*-10*	*-7*	*-6*	*-11*	*1*
Non-ED		32	30	30	40	
California	8					
ED		27	29	31	32	
Gap		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		54	62	62	63	
Oakland	10					
ED		30	31	28	30	
Gap		*-1*	*1*	*-2*	*1*	*-2*
Non-ED		31	30	30	29	
California	10					
ED		29	29	28	30	
Gap		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		48	53	52	54	

Oakland
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Oakland	4					
LEP		23	18	16	14	
Gap		***-9***	***-14***	***-20***	***-28***	***19***
Non-LEP		32	32	36	42	
California	4					
LEP		11	13	15	18	
Gap		***-42***	***-44***	***-44***	***-43***	***1***
Non-LEP		53	57	59	61	
Oakland	8					
LEP		12	12	7	8	
Gap		***-24***	***-21***	***-31***	***-29***	***5***
Non-LEP		36	33	38	37	
California	8					
LEP		8	9	10	11	
Gap		***-49***	***-49***	***-49***	***-48***	***-1***
Non-LEP		57	58	59	59	
Oakland	10					
LEP		3	2	2	3	
Gap		***-23***	***-21***	***-20***	***-19***	***-4***
Non-LEP		26	23	22	22	
California	10					
LEP		3	3	3	3	
Gap		***-38***	***-36***	***-37***	***-37***	***-1***
Non-LEP		41	39	40	40	

Math	Grade	1999	2000	2001	2002	Change in Gap
Oakland	4					
LEP		40	33	31	28	
Gap		***11***	***3***	***-5***	***-12***	***23***
Non-LEP		29	30	36	40	
California	4					
LEP		21	27	30	36	
Gap		***-31***	***-33***	***-34***	***-31***	***0***
Non-LEP		52	60	64	67	
Oakland	8					
LEP		24	22	19	22	
Gap		***-6***	***-6***	***-12***	***-16***	***10***
Non-LEP		30	28	31	38	
California	8					
LEP		15	17	19	20	
Gap		***-37***	***-38***	***-37***	***-37***	***0***
Non-LEP		52	55	56	57	
Oakland	10					
LEP		30	28	24	24	
Gap		***-3***	***-3***	***-7***	***-9***	***6***
Non-LEP		33	31	31	33	
California	10					
LEP		20	21	19	20	
Gap		***-30***	***-29***	***-31***	***-31***	***1***
Non-LEP		50	50	50	51	

Oakland
SAT/9-Reading-Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
Oakland	4				
Special Education		22	22	27	
Gap		***-5***	***-7***	***-5***	***0***
Non-Special Education		27	29	32	
California	4				
Special Education		25	27	28	
Gap		***-21***	***-21***	***-22***	***1***
Non-Special Education		46	48	50	
Oakland	8				
Special Education		6	16	15	
Gap		***-21***	***-13***	***-13***	***-8***
Non-Special Education		27	29	28	
California	8				
Special Education		15	15	15	
Gap		***-36***	***-37***	***-37***	***1***
Non-Special Education		51	52	52	
Oakland	10				
Special Education		5	4	5	
Gap		***-12***	***-13***	***-11***	***-1***
Non-Special Education		17	17	16	
California	10				
Special Education		8	7	9	
Gap		***-27***	***-29***	***-27***	***0***
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
Oakland	4				
Special Education		23	23	29	
Gap		***-9***	***-12***	***-7***	***-2***
Non-Special Education		32	35	36	
California	4				
Special Education		29	28	34	
Gap		***-23***	***-28***	***-25***	***2***
Non-Special Education		52	56	59	
Oakland	8				
Special Education		8	12	17	
Gap		***-19***	***-16***	***-17***	***-2***
Non-Special Education		27	28	34	
California	8				
Special Education		15	15	15	
Gap		***-35***	***-36***	***-37***	***2***
Non-Special Education		50	51	52	
Oakland	10				
Special Education		10	5	7	
Gap		***-22***	***-26***	***-24***	***2***
Non-Special Education		32	31	31	
California	10				
Special Education		13	11	14	
Gap		***-35***	***-36***	***-34***	***-1***
Non-Special Education		48	47	48	

DISTRICT OKLAHOMA CITY
STATE OKLAHOMA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Oklahoma Core Curriculum Tests**	**First Year Reported**	**1999**
Grades Tested	**5 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	OKLAHOMA CITY		OKLAHOMA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	38,829	39,750	616,393	623,110
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.1*	76.8	NA	48.2
Percent of Students with IEPs	15.9	16.0	11.4	13.7
Percent English Language Learners	8.4*	21.1	NA	6.1
Percent African American	40.1*	37.8	10.5	10.8
Percent Hispanic	14.1*	22.2	3.9	6.0
Percent White	37.8*	31.5	69.4	64.9
Percent Other	8.0*	8.4	16.3	18.3
Number of FTE Teachers	2,402	2,618	39,364	41,318
Student-Teacher Ratio	16.6	15.2	15.7	15.1
Number of Schools	86	92	1,830	1,821
Current Expenditures Per Pupil [2]	$4,327	$5,650	$4,549	$5,303

Oklahoma City as a Percentage of Oklahoma's Public Schools	**1995-96**	**2000-01**
Percent of Students	6.3	6.4
Percent of FRPL	NA	10.2
Percent of IEPs	8.7	7.5
Percent of ELLs	NA	22.0
Percent of Schools	4.7	5.1
Percent of Teachers	6.1	6.3
Percent of State Revenue [3]	6.7	5.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Oklahoma City
Oklahoma Core Curriculum Test
Percent Satisfactory/Advanced

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Oklahoma City	5	64	66	63	54	-3.3
Oklahoma	5	80	76	74	71	-3.0
Oklahoma City	8	59	51	60	54	-1.7
Oklahoma	8	81	77	78	77	-1.3
Math						
Oklahoma City	5	77	79	66	60	-5.7
Oklahoma	5	85	85	72	70	-5.0
Oklahoma City	8	50	45	49	47	-1.0
Oklahoma	8	75	71	71	70	-1.7

DISTRICT OMAHA
STATE NEBRASKA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**NA**	**First Year Reported**	**1994**
Grades Tested	**2,4,6, & 8**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	OMAHA		NEBRASKA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	44,247	45,197	289,744	286,199
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.8*	50.8	NA	30.4
Percent of Students with IEPs	14.7	15.1	13.9	15.3
Percent English Language Learners	NA	7.7	NA	3.9
Percent African American	29.7	31.9	5.9	6.7
Percent Hispanic	6.6	12.8	4.4	7.3
Percent White	60.9	52.1	87.2	83.0
Percent Other	2.8	3.2	2.7	3.0
Number of FTE Teachers	3,046	3,399*	20,028	20,983
Student-Teacher Ratio	14.7*	16.1*	14.5	13.6
Number of Schools	82	81*	1,411	1,326
Current Expenditures Per Pupil [2]	$5,276	$5,741	$5,688	$6,256

Omaha as a Percentage of Nebraska's Public Schools	1995-96	2000-01
Percent of Students	15.3	15.8
Percent of FRPL	NA	26.4
Percent of IEPs	16.1	15.6
Percent of ELLs	NA	31.0
Percent of Schools	5.8	6.1
Percent of Teachers	15.2	16.2
Percent of State Revenue [3]	14.5	15.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Omaha
CAT/5
National Percentiles

	Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002	Annualized Change in NCEs
Total Reading											
	2	57	58	59	59	59	59	61	61	61	0.3
	4	61	60	58	60	61	61	58	60	59	-0.1
	6	59	58	58	59	57	59	58	57	53	-0.4
	8	59	59	58	56	57	56	56	56	55	-0.3
Total Math											
	2	70	71	71	72	75	73	76	76	75	0.4
	4	67	67	64	68	70	68	65	68	68	0.1
	6	68	67	66	68	67	69	69	67	67	-0.1
	8	61	61	61	60	59	58	56	57	59	-0.1

DISTRICT ORANGE COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Florida Comprehensive Achievement Test (FCAT)**	**First Year Reported**	**1999**
Grades Tested	**4, 5, 8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	ORANGE COUNTY		FLORIDA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	123,165	150,681	2,176,222	2,434,821
Percent Free & Reduced Price Lunch Eligible (FRPL)	54.7	47.8	52.6*	44.3
Percent of Students with IEPs	12.5	15.8	13.4	15.0
Percent English Language Learners	7.4*	10.1	7.6*	7.7
Percent African American	28.0	29.3	25.3	25.2
Percent Hispanic	16.1	22.8	15.3	19.4
Percent White	52.3	44.1	57.5	53.3
Percent Other	3.6	3.8	2.0	2.1
Number of FTE Teachers	6,394	8,410	114,938	132,030
Student-Teacher Ratio	19.2	16.1	18.9	18.4
Number of Schools	172	174	2,760	3,316
Current Expenditures Per Pupil [2]	$4,997	$5,518	$5,275	$5,790

Orange County as a Percentage of Florida's Public Schools	**1995-96**	**2000-01**
Percent of Students	5.7	6.2
Percent of FRPL	5.8	6.7
Percent of IEPs	5.3	6.5
Percent of ELLs	5.5	8.1
Percent of Schools	5.7	5.2
Percent of Teachers	5.6	6.4
Percent of State Revenue [3]	5.4	5.1

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Orange County
Florida Comprehensive Assessment Test (FCAT)
Percent Scoring Level 3 & Above

Reading	Grade	1999	2000	2001	2002	Annualized Change
Orange	4	42	43	46	49	2.3
Florida	4	48	52	53	54	2.0
Orange	8	41	35	40	41	0.0
Florida	8	44	39	43	45	0.3
Orange	10	32	29	36	34	0.7
Florida	10	30	29	37	36	2.0
Math						
Orange	5	33	41	40	42	3.0
Florida	5	35	46	48	48	4.3
Orange	8	43	47	52	50	2.3
Florida	8	44	51	55	53	3.0
Orange	10	49	54	59	58	3.0
Florida	10	47	51	59	60	4.3

Orange County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Orange	4						
African American		22	23	30	28	31	
Gap		***-40***	***-41***	***-39***	***-36***	***-35***	***-1***
White		62	64	69	64	66	
Gap		***-28***	***-27***	***-29***	***-30***	***-28***	***1***
Hispanic		34	37	40	34	38	
Florida	4						
African American		23	26	32	31	36	
Gap		***-42***	***-41***	***-39***	***-35***	***-31***	***-7***
White		65	67	71	66	67	
Gap		***-27***	***-26***	***-23***	***-23***	***-21***	***-4***
Hispanic		38	41	48	43	46	
Orange	8						
African American		23	24	21	21	24	
Gap		***-36***	***-37***	***-35***	***-35***	***-33***	***-1***
White		59	61	56	56	57	
Gap		***-28***	***-27***	***-27***	***-30***	***-27***	***-1***
Hispanic		31	34	29	26	30	
Florida	8						
African American		21	24	20	21	24	
Gap		***-34***	***-37***	***-38***	***-35***	***-34***	***1***
White		55	61	58	56	58	
Gap		***-22***	***-24***	***-23***	***-25***	***-23***	***3***
Hispanic		33	37	35	31	35	
Orange	10						
African American		13	17	15	16	13	
Gap		***-29***	***-30***	***-28***	***-35***	***-36***	***-1***
White		42	47	43	51	49	
Gap		***-20***	***-24***	***-23***	***-29***	***-29***	***3***
Hispanic		22	23	20	22	20	
Florida	10						
African American		12	13	13	15	14	
Gap		***-26***	***-29***	***-27***	***-34***	***-33***	***8***
White		38	42	40	49	47	
Gap		***-18***	***-19***	***-18***	***-24***	***-23***	***6***
Hispanic		20	23	22	25	24	

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Orange County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	2001	2002	Change in Gap
Orange	5						
African American		8	16	25	20	24	
Gap		***-36***	***-37***	***-40***	***-37***	***-35***	***-1***
White		44	53	65	57	59	
Gap		***-25***	***-27***	***-25***	***-28***	***-26***	***1***
Hispanic		19	26	40	29	33	
Florida	5						
African American		10	15	26	25	27	
Gap		***-34***	***-36***	***-37***	***-34***	***-33***	***-1***
White		44	51	63	59	60	
Gap		***-22***	***-22***	***-19***	***-19***	***-17***	***-5***
Hispanic		22	29	44	40	43	
Orange	8						
African American		18	22	32	31	28	
Gap		***-43***	***-43***	***-39***	***-38***	***-40***	***-3***
White		61	65	71	69	68	
Gap		***-28***	***-28***	***-29***	***-29***	***-30***	***2***
Hispanic		33	37	42	40	38	
Florida	8						
African American		19	21	30	30	28	
Gap		***-40***	***-43***	***-41***	***-38***	***-39***	***-1***
White		59	64	71	68	67	
Gap		***-25***	***-26***	***-24***	***-24***	***-25***	***0***
Hispanic		34	38	47	44	42	
Orange	10						
African American		15	25	31	34	35	
Gap		***-44***	***-43***	***-42***	***-41***	***-41***	***-3***
White		59	68	73	75	76	
Gap		***-29***	***-31***	***-28***	***-30***	***-31***	***2***
Hispanic		30	37	45	45	45	
Florida	10						
African American		15	22	26	32	32	
Gap		***-39***	***-41***	***-44***	***-40***	***-41***	***2***
White		54	63	70	72	73	
Gap		***-24***	***-25***	***-26***	***-24***	***-25***	***1***
Hispanic		30	38	44	48	48	

DISTRICT PHILADELPHIA
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Pennsylvania System of Student Assessments**	**First Year Reported**	**1996**
Grades Tested	**5,8, & 11**	**How Reported**	**Scale Scores & Performance Level**

DEMOGRAPHICS [1]	PHILADELPHIA		PENNSYLVANIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	210,503	201,190	1,787,533	1,814,311
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.3*	NA	28.1
Percent of Students with IEPs	10.5	11.3	10.6	12.3
Percent English Language Learners	NA	5.4*	NA	NA
Percent African American	63.5	65.1	14.0	15.1
Percent Hispanic	11.2	13.1	3.5	4.5
Percent White	20.4	16.7	80.6	78.2
Percent Other	4.9	5.1	1.9	2.1
Number of FTE Teachers	11,105	11,266	104,921	116.963
Student-Teacher Ratio	19.0	18.0	17.0	15.5
Number of Schools	258	264	3,182	3,252
Current Expenditures Per Pupil [2]	$5,575	$6,037	$6,922	$7,450

Philadelphia as a Percentage of Pennsylvania's Public Schools	**1995-96**	**2000-01**
Percent of Students	11.8	11.1
Percent of FRPL	NA	28.5
Percent of IEPs	11.6	10.2
Percent of ELLs	NA	NA
Percent of Schools	8.1	8.1
Percent of Teachers	10.6	9.6
Percent of State Revenue [3]	13.6	13.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Philadelphia
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Philadelphia	5	NA	NA	18.8	20.8	2.0
Pennsylvania	5	NA	NA	56.1	57.0	0.9
Philadelphia	8	NA	NA	23.0	24.1	1.1
Pennsylvania	8	NA	NA	60.1	58.8	-1.3
Philadelphia	11	NA	NA	34.0	28.7	-5.3
Pennsylvania	11	NA	NA	58.1	59.0	0.9
Math						
Philadelphia	5	NA	NA	17.5	18.7	1.2
Pennsylvania	5	NA	NA	53.0	53.1	0.1
Philadelphia	8	NA	NA	16.2	17.9	1.7
Pennsylvania	8	NA	NA	51.0	51.7	0.7
Philadelphia	11	NA	NA	23.8	23.6	-0.2
Pennsylvania	11	NA	NA	47.9	49.6	1.7

Philadelphia
Pennsylvania System of School Assessment
Mean Scale Scores

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Philadelphia	5	1090	1110	1090	1120	1140	1140	1150	10.0
Pennsylvania	5	1300	1310	1310	1310	1320	1310	1320	3.3
Philadelphia	8	1080	1140	1120	1130	1120	1130	1140	10.0
Pennsylvania	8	1300	1300	1300	1310	1310	1310	1310	1.7
Philadelphia	11	1160	1140	1140	1140	1130	1180	1170	1.7
Pennsylvania	11	1300	1300	1300	1300	1300	1300	1320	3.3
Math									
Philadelphia	5	1100	1130	1140	1140	1140	1150	1150	8.3
Pennsylvania	5	1300	1300	1310	1300	1310	1310	1320	3.3
Philadelphia	8	1070	1110	1120	1120	1130	1150	1170	16.7
Pennsylvania	8	1300	1300	1300	1300	1310	1310	1320	3.3
Philadelphia	11	1170	1130	1120	1140	1160	1190	1180	1.7
Pennsylvania	11	1300	1300	1300	1300	1310	1310	1320	3.3

DISTRICT PITTSBURGH
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Pennsylvania System of Student Assessments**	**First Year Reported**	**1996**
Grades Tested	**5,8, & 11**	**How Reported**	**Scale Scores & Performance Level**

DEMOGRAPHICS [1]	PITTSBURGH		PENNSYLVANIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	39,761	38,560	1,787,533	1,814,311
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	57.6	NA	28.1
Percent of Students with IEPs	11.1	16.4	10.6	12.3
Percent English Language Learners	NA	NA	NA	NA
Percent African American	55.6	57.6	14.0	15.1
Percent Hispanic	0.4	0.4	3.5	4.5
Percent White	42.6	40.5	80.6	78.2
Percent Other	1.5	1.5	1.9	2.1
Number of FTE Teachers	2,477	2,738	104,921	116,963
Student-Teacher Ratio	16.1	14.1	17.0	15.5
Number of Schools	80	95	3,182	3,252
Current Expenditures Per Pupil [2]	$8,524	$8,653	$6,922	$7,450

Pittsburgh as a Percentage of Pennsylvania's Public Schools	**1995-96**	**2000-01**
Percent of Students	2.2	2.1
Percent of FRPL	NA	4.4
Percent of IEPs	2.3	2.8
Percent of ELLs	NA	NA
Percent of Schools	2.5	2.9
Percent of Teachers	2.4	2.3
Percent of State Revenue [3]	2.8	2.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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Pittsburgh
Pennsylvania System of School Assessment
Percent Scoring Proficient & Advanced

	Grade	1999	2000	2001	2002	Annualized Change
Reading						
Pittsburgh	5	NA	NA	40.3	36.5	-3.8
Pennsylvania	5	NA	NA	56.1	57.0	0.9
Pittsburgh	8	NA	NA	42.6	38.9	-3.7
Pennsylvania	8	NA	NA	60.1	58.8	-1.3
Pittsburgh	11	NA	NA	36.9	45.6	8.7
Pennsylvania	11	NA	NA	58.1	59.0	0.9
Math						
Pittsburgh	5	NA	NA	37.1	33.6	-3.5
Pennsylvania	5	NA	NA	53.0	53.1	0.1
Pittsburgh	8	NA	NA	28.0	30.1	2.1
Pennsylvania	8	NA	NA	51.0	51.7	0.7
Pittsburgh	11	NA	NA	31.6	38.6	7.0
Pennsylvania	11	NA	NA	47.9	49.6	1.7

Pittsburgh
Pennsylvania System of School Assessment
Mean Scale Scores

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Pittsburgh	5	NA	NA	1210	1230	1240	1240	1230	5.0
Pennsylvania	5	1300	1310	1310	1310	1320	1310	1320	3.3
Pittsburgh	8	NA	NA	1210	1210	1230	1230	1220	2.5
Pennsylvania	8	1300	1300	1300	1310	1310	1310	1310	1.7
Pittsburgh	11	NA	NA	1210	1230	1230	1200	1260	12.5
Pennsylvania	11	1300	1300	1300	1300	1300	1300	1320	3.3
Math									
Pittsburgh	5	NA	NA	1220	1250	1240	1240	1230	2.5
Pennsylvania	5	1300	1300	1300	1300	1310	1310	1320	3.3
Pittsburgh	8	NA	NA	1200	1210	1200	1220	1230	7.5
Pennsylvania	8	1300	1300	1300	1300	1310	1310	1320	3.3
Pittsburgh	11	NA	NA	1170	1210	1220	1220	1260	22.5
Pennsylvania	11	1300	1300	1300	1300	1310	1310	1320	3.3

DISTRICT PORTLAND
STATE OREGON

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Oregon Statewide Assessments**	**First Year Reported**	**1998**
Grades Tested	**3,5,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	PORTLAND		OREGON	
	1995-96	2000-01	1995-96	2000-01
Number of Students	55,130	53,141	527,914	546,231
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	41.2	NA	34.8
Percent of Students with IEPs	9.9	12.8	11.0	12.6
Percent English Language Learners	NA	10.4	NA	7.9
Percent African American	16.1	16.8	2.6	2.9
Percent Hispanic	5.2	8.9	6.8	10.3
Percent White	67.7	62.2	85.3	79.1
Percent Other	11.1	12.1	6.4	6.0
Number of FTE Teachers	3,073	3,073	26,680	28,094
Student-Teacher Ratio	17.9	17.8	19.8	19.4
Number of Schools	101	110	1,216	1,273
Current Expenditures Per Pupil [2]	$6,622	$7,941	$5,790	$6,828

Portland as a Percentage of Oregon's Public Schools	1995-96	2000-01
Percent of Students	10.4	9.7
Percent of FRPL	NA	11.8
Percent of IEPs	9.4	9.4
Percent of ELLs	NA	12.8
Percent of Schools	8.3	8.6
Percent of Teachers	11.5	10.9
Percent of State Revenue [3]	10.6	8.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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Portland
Oregon State Assessment
Percent Meeting/Exceeding Standard

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading/Literature							
Portland	3	71	79	79	82	84	3.3
Oregon	3	78	80	82	84	85	1.8
Portland	5	64	68	72	74	77	3.3
Oregon	5	66	68	73	77	79	3.3
Portland	8	50	55	63	60	65	3.8
Oregon	8	55	56	63	62	64	2.3
Portland	10	45	51	52	50	52	1.8
Oregon	10	48	51	51	52	53	1.3
Math							
Portland	3	66	67	74	75	77	2.8
Oregon	3	67	70	75	75	77	2.5
Portland	5	60	70	73	76	76	4.0
Oregon	5	61	66	70	73	75	3.5
Portland	8	52	51	56	59	59	1.8
Oregon	8	50	52	56	55	57	1.8
Portland	10	34	38	41	40	45	2.8
Oregon	10	32	36	40	42	45	3.3

DISTRICT PROVIDENCE
STATE RHODE ISLAND

STATE READING AND MATH ASSESSMENTS

State Assessment	**New Standards Exam**	**First Year Reported**	**1998**
Grades Tested	**4,8, & 10**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	PROVIDENCE		RHODE ISLAND	
	1995-96	2000-01	1995-96	2000-01
Number of Students	24,069	26,937	149,799	157,347
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.4	NA	33.2
Percent of Students with IEPs	13.6	18.3	17.3	19.4
Percent English Language Learners	NA	21.4	NA	6.5
Percent African American	23.1	22.8	7.0	7.9
Percent Hispanic	41.2	49.6	10.3	14.0
Percent White	24.1	17.6	78.9	74.3
Percent Other	11.6	10.0	3.8	3.8
Number of FTE Teachers	1,377	1,551	10,482	10,646
Student-Teacher Ratio	17.5	17.4	14.3	14.8
Number of Schools	42	54	310	328
Current Expenditures Per Pupil [2]	$6,788	$8,430	$7,304	$8,294

Providence as a Percentage of Rhode Island's Public Schools	1995-96	2000-01
Percent of Students	16.1	17.1
Percent of FRPL	NA	38.9
Percent of IEPs	12.6	16.1
Percent of ELLs	NA	56.3
Percent of Schools	13.5	16.5
Percent of Teachers	13.1	14.6
Percent of State Revenue [3]	22.6	25.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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Providence
R.I. State Assessment
Percent Meeting/Exceeding the Standard

	Grade	1998	1999	2000	2001	2002	Annualized Change
English Language Arts Test-Reading: Basic Understanding							
Providence	4	35.2	53.4	56.9	44.0	48.0	3.2
Rhode Island	4	65.4	78.8	78.2	70.0	73.0	1.9
Providence	8	23.9	21.9	24.9	27.0	23.0	-0.2
Rhode Island	8	50.8	45.6	50.2	49.9	50.0	-0.2
Providence	10	NA	15.5	19.2	22.0	23.0	2.5
Rhode Island	10	NA	28.5	35.9	38.4	42.0	4.5
Math-Skills							
Providence	4	24.0	26.7	34.0	31.0	36.0	3.0
Rhode Island	4	53.8	56.8	58.7	58.4	66.0	3.1
Providence	8	22.7	26.7	25.7	13.0	18.0	-1.2
Rhode Island	8	45.3	55.1	55.0	41.3	51.0	1.4
Providence	10	37.0	20.0	21.5	22.0	21.0	-4.0
Rhode Island	10	56.1	34.1	38.8	39.2	47.0	-2.3

DISTRICT RICHMOND
STATE VIRGINIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Standards of Learning Assessments & SAT-9**	**First Year Reported**	**1998**
Grades Tested	**3-6,8, &9**	**How Reported**	**Percent Passing & National Percentile**

DEMOGRAPHICS [1]	RICHMOND		VIRGINIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	27,708	27,237	1,079,854	1,144,915
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	65.8*	NA	28.0
Percent of Students with IEPs	12.0*	14.6	13.1	14.1
Percent English Language Learners	NA	1.1	NA	3.2
Percent African American	90.6	90.8	26.5	27.1
Percent Hispanic	0.7	1.5	3.2	4.9
Percent White	7.9	7.1	66.6	63.6
Percent Other	0.8	0.6	3.7	4.4
Number of FTE Teachers	1,982	2,068	74,731	91,560
Student-Teacher Ratio	14.0	13.2	14.4	12.5
Number of Schools	54*	55*	1,889	1,969
Current Expenditures Per Pupil [2]	$7,054	$7,518	$5,528	$6,350

Richmond as a Percentage of Virginia's Public Schools	**1995-96**	**2000-01**
Percent of Students	2.6	2.4
Percent of FRPL	NA	5.6
Percent of IEPs	2.4	2.5
Percent of ELLs	NA	0.8
Percent of Schools	2.9	2.8
Percent of Teachers	2.7	2.3
Percent of State Revenue [3]	2.4	2.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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Richmond
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	2001	2002	Annualized Change
English							
Richmond	3	35	40	37	44	54	4.6
Virginia	3	55	61	62	74	72	4.2
Richmond	5	48	53	52	67	57	2.7
Virginia	5	68	75	75	82	78	2.4
Richmond	8	48	41	50	50	48	0.7
Virginia	8	65	68	74	76	69	1.2
Math							
Richmond	3	40	41	44	58	60	5.0
Virginia	3	64	68	72	86	80	4.2
Richmond	5	22	20	38	47	50	7.0
Virginia	5	47	51	64	72	71	6.1
Richmond	8	23	35	32	39	42	4.8
Virginia	8	53	66	62	70	71	4.5

Richmond
SAT-9
National Percentile

	Grade	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading							
Richmond	4	27	30	30	30	NA	NA
Virginia	4	50	52	53	54	NA	NA
Richmond	6	31	33	33	34	NA	NA
Virginia	6	58	59	59	59	NA	NA
Richmond	9	34	36	36	37	NA	NA
Virginia	9	58	60	60	60	NA	NA
Math							
Richmond	4	35	39	39	39	NA	NA
Virginia	4	53	57	60	61	NA	NA
Richmond	6	32	35	35	39	NA	NA
Virginia	6	58	62	65	66	NA	NA
Richmond	9	32	30	30	34	NA	NA
Virginia	9	54	55	55	55	NA	NA

DISTRICT ROCHESTER
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS			
State Assessment	**New York State Assessment Program**	**First Year Reported**	**1999**
Grades Tested	**4 & 8**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	ROCHESTER		NEW YORK	
	1995-96	2000-01	1995-96	2000-01
Number of Students	36,195*	36,294	2,813,230	2,882,188
Percent Free & Reduced Price Lunch Eligible (FRPL)	78.8	73.7	NA	42.9
Percent of Students with IEPs	16.2	18.4	12.9	14.8
Percent English Language Learners	7.9	8.4	NA	8.0
Percent African American	59.2*	62.9	20.2	20.2
Percent Hispanic	17.5*	18.8	17.4	18.5
Percent White	20.6*	16.1	56.9	54.9
Percent Other	2.7*	2.2	5.4	6.4
Number of FTE Teachers	2,475	3,079	181,559	206,961
Student-Teacher Ratio	14.6	11.8	15.5	13.9
Number of Schools	55	62	4,149	4,336
Current Expenditures Per Pupil [2]	$8,931	$9,514	$8,361	$9,344

Rochester as a Percentage of New York's Public Schools	1995-96	2000-01
Percent of Students	1.3	1.3
Percent of FRPL	NA	2.2
Percent of IEPs	1.5	1.6
Percent of ELLs	NA	1.3
Percent of Schools	1.4	1.4
Percent of Teachers	1.4	1.5
Percent of State Revenue [3]	2.0	2.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

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Rochester
New York State Assessment Program
Percent Scoring Level 3 & 4

	Grade	1999	2000	2001	2002	Annualized Change
English Language Arts						
Rochester	4	24.4	37.5	41.9	46.4	7.3
New York State	4	48.1	58.7	60.0	61.5	4.5
Rochester	8	23.8	26.6	25.1	18.3	-1.8
New York State	8	48.1	44.9	44.9	44.3	-1.3
Math						
Rochester	4	39.9	37.7	47.5	45.1	1.7
New York State	4	66.7	65.0	69.1	67.6	0.3
Rochester	8	10.2	11.8	10.7	12.1	0.6
New York State	8	37.9	40.3	39.4	47.7	3.3

DISTRICT SACRAMENTO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At or Above 50th Percentile**

DEMOGRAPHICS [1]	SACRAMENTO		CALIFORNIA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	50,104	52,734	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.5	NA	46.6
Percent of Students with IEPs	11.1	11.5	10.5	10.6
Percent English Language Learners	NA	28.3	NA	24.1
Percent African American	21.2	21.6	8.8	8.3
Percent Hispanic	22.2	25.7	38.7	42.5
Percent White	28.5	24.6	40.4	35.4
Percent Other	28.1	26.8	12.1	11.7
Number of FTE Teachers	1,944	2,513	230,849	298,064
Student-Teacher Ratio	25.8	22.5	24.0	20.6
Number of Schools	75	77	7,876	8,773
Current Expenditures Per Pupil [2]	$4,914	$5,671	$4,937	$5,801

Sacramento as a Percentage of California's Public Schools	1995-96	2000-01
Percent of Students	0.9	0.9
Percent of FRPL	NA	1.1
Percent of IEPs	1.0	0.9
Percent of ELLs	NA	1.0
Percent of Schools	1.0	0.9
Percent of Teachers	0.8	0.8
Percent of State Revenue [3]	1.0	0.9

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Sacramento
SAT/9
Percent Scoring At or Above 50th NPR

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
Sacramento	3	29	37	40	42	40	2.8
California	3	38	41	44	46	47	2.3
Sacramento	4	33	36	39	43	44	2.8
California	4	40	41	45	47	49	2.3
Sacramento	5	33	37	38	40	41	2.0
California	5	41	42	44	45	47	1.5
Sacramento	6	37	41	43	44	44	1.8
California	6	42	44	46	47	48	1.5
Sacramento	7	36	39	41	43	43	1.8
California	7	44	44	46	48	48	1.0
Sacramento	8	40	43	43	45	44	1.0
California	8	46	47	49	50	49	0.8
Sacramento	9	26	28	29	27	26	0.0
California	9	34	34	35	35	34	0.0
Sacramento	10	27	26	29	26	26	-0.3
California	10	32	33	34	34	34	0.5
Sacramento	11	32	33	32	35	32	0.0
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
Sacramento	3	29	46	54	59	58	7.3
California	3	40	48	56	59	62	5.5
Sacramento	4	32	39	49	56	58	6.5
California	4	39	44	51	54	58	4.8
Sacramento	5	34	43	49	55	57	5.8
California	5	41	45	50	54	57	4.0
Sacramento	6	41	50	57	61	62	5.3
California	6	46	50	55	57	60	3.5
Sacramento	7	39	41	43	52	52	3.3
California	7	42	45	48	50	52	2.5
Sacramento	8	39	43	45	46	48	2.3
California	8	42	45	48	49	50	2.0
Sacramento	9	40	42	45	45	43	0.8
California	9	47	48	51	51	52	1.3
Sacramento	10	38	39	40	40	40	0.5
California	10	41	44	46	45	46	1.3
Sacramento	11	41	45	45	48	45	1.0
California	11	43	45	47	46	47	1.0

Sacramento
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Sacramento	4						
African American		24	26	31	34	35	
Gap		***-28***	***-31***	***-29***	***-32***	***-29***	***1***
White		52	57	60	66	64	
Gap		***-29***	***-30***	***-30***	***-35***	***-29***	***0***
Hispanic		23	27	30	31	35	
California	4						
African American		24	27	30	33	36	
Gap		***-37***	***-37***	***-38***	***-37***	***-35***	***-2***
White		61	64	68	70	71	
Gap		***-43***	***-43***	***-44***	***-43***	***-41***	***-2***
Hispanic		18	21	24	27	30	
Sacramento	8						
African American		30	34	30	32	31	
Gap		***-32***	***-26***	***-35***	***-32***	***-34***	***2***
White		62	60	65	64	65	
Gap		***-32***	***-25***	***-30***	***-29***	***-31***	***-1***
Hispanic		30	35	35	35	34	
California	8						
African American		31	31	34	35	35	
Gap		***-36***	***-37***	***-36***	***-36***	***-36***	***0***
White		67	68	70	71	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-41***	***-1***
Hispanic		25	26	28	30	30	
Sacramento	10						
African American		14	16	18	15	15	
Gap		***-37***	***-32***	***-33***	***-30***	***-34***	***-3***
White		51	48	51	45	49	
Gap		***-33***	***-31***	***-32***	***-27***	***-29***	***-4***
Hispanic		18	17	19	18	20	
California	10						
African American		18	17	18	19	19	
Gap		***-32***	***-33***	***-33***	***-33***	***-32***	***0***
White		50	50	51	52	51	
Gap		***-36***	***-35***	***-36***	***-36***	***-35***	***-1***
Hispanic		14	15	15	16	16	

Sacramento
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
Sacramento	4						
African American		17	23	36	42	41	
Gap		***-31***	***-30***	***-29***	***-32***	***-33***	***2***
White		48	53	65	74	74	
Gap		***-28***	***-23***	***-28***	***-28***	***-25***	***-3***
Hispanic		20	30	37	46	49	
California	4						
African American		21	25	32	36	40	
Gap		***-36***	***-36***	***-37***	***-36***	***-34***	***-2***
White		57	61	69	72	74	
Gap		***-36***	***-35***	***-35***	***-33***	***-30***	***-6***
Hispanic		21	26	34	39	44	
Sacramento	8						
African American		19	27	25	26	27	
Gap		***-38***	***-27***	***-39***	***-35***	***-37***	***-1***
White		57	54	64	61	64	
Gap		***-33***	***-24***	***-35***	***-31***	***-30***	***-3***
Hispanic		24	30	29	30	34	
California	8						
African American		21	23	26	27	27	
Gap		***-39***	***-40***	***-40***	***-40***	***-41***	***2***
White		60	63	66	67	68	
Gap		***-39***	***-38***	***-38***	***-37***	***-37***	***-2***
Hispanic		21	25	28	30	31	
Sacramento	10						
African American		16	17	18	23	20	
Gap		***-39***	***-36***	***-35***	***-28***	***-36***	***-3***
White		55	53	53	51	56	
Gap		***-31***	***-30***	***-27***	***-23***	***-29***	***-2***
Hispanic		24	23	26	28	27	
California	10						
African American		21	22	24	23	25	
Gap		***-35***	***-36***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	61	
Gap		***-34***	***-33***	***-33***	***-32***	***-32***	***-2***
Hispanic		22	25	27	27	29	

Sacramento
SAT/9-Reading-Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap	Math	Grade	1999	2000	2001	2002	Change in Gap
Sacramento	4						Sacramento	4					
ED		NA	29	33	33		ED		NA	40	47	50	
Gap		*NA*	*-38*	*-41*	*-44*	*6*	*Gap*		*NA*	*-32*	*-36*	*-33*	*1*
Non-ED		NA	67	74	77		Non-ED		NA	72	83	83	
California	4						California	4					
ED		22	25	28	31		ED		28	35	39	44	
Gap		*-34*	*-42*	*-41*	*-39*	*5*	*Gap*		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	67	69	70		Non-ED		56	70	73	75	
Sacramento	8						Sacramento	8					
ED		NA	28	30	27		ED		NA	31	33	34	
Gap		*NA*	*-36*	*-38*	*-43*	*7*	*Gap*		*NA*	*-32*	*-33*	*-36*	*4*
Non-ED		NA	64	68	70		Non-ED		NA	63	66	70	
California	8						California	8					
ED		27	28	29	30		ED		27	29	31	32	
Gap		*-30*	*-36*	*-36*	*-34*	*4*	*Gap*		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		57	64	65	64		Non-ED		54	62	62	63	
Sacramento	10						Sacramento	10					
ED		NA	12	14	15		ED		NA	35	33	33	
Gap		*NA*	*-25*	*-21*	*-20*	*-5*	*Gap*		*NA*	*-8*	*-12*	*-12*	*4*
Non-ED		NA	37	35	35		Non-ED		NA	43	45	45	
California	10						California	10					
ED		15	15	15	15		ED		29	29	28	30	
Gap		*-23*	*-27*	*-28*	*-28*	*5*	*Gap*		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		38	42	43	43		Non-ED		48	53	52	54	

Sacramento
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
Sacramento	4					
LEP		21	17	21	21	
Gap		*-25*	*-32*	*-33*	*-32*	*7*
Non-LEP		46	49	54	53	
California	4					
LEP		11	13	15	18	
Gap		*-42*	*-44*	*-44*	*-43*	*1*
Non-LEP		53	57	59	61	
Sacramento	8					
LEP		9	6	11	10	
Gap		*-47*	*-49*	*-45*	*-45*	*-2*
Non-LEP		56	55	56	55	
California	8					
LEP		8	9	10	11	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*
Non-LEP		57	58	59	59	
Sacramento	10					
LEP		3	2	1	1	
Gap		*-34*	*-36*	*-33*	*-33*	*-1*
Non-LEP		37	38	34	34	
California	10					
LEP		3	3	3	3	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*
Non-LEP		41	39	40	40	

Math	Grade	1999	2000	2001	2002	Change in Gap
Sacramento	4					
LEP		32	38	44	50	
Gap		*-11*	*-16*	*-18*	*-12*	*1*
Non-LEP		43	54	62	62	
California	4					
LEP		21	27	30	36	
Gap		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		52	60	64	67	
Sacramento	8					
LEP		21	18	25	27	
Gap		*-30*	*-35*	*-28*	*-28*	*-2*
Non-LEP		51	53	53	55	
California	8					
LEP		15	17	19	20	
Gap		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		52	55	56	57	
Sacramento	10					
LEP		25	21	19	18	
Gap		*-22*	*-25*	*-28*	*-29*	*7*
Non-LEP		47	46	47	47	
California	10					
LEP		20	21	19	20	
Gap		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		50	50	50	51	

Sacramento
SAT/9 - Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
Sacramento	4				
Special Education		27	32	22	
Gap		***-13***	***-12***	***-24***	***11***
Non-Special Education		40	44	46	
California	4				
Special Education		25	27	28	
Gap		***-21***	***-21***	***-22***	***1***
Non-Special Education		46	48	50	
Sacramento	8				
Special Education		12	15	7	
Gap		***-33***	***-31***	***-40***	***7***
Non-Special Education		45	46	47	
California	8				
Special Education		15	15	15	
Gap		***-36***	***-37***	***-37***	***1***
Non-Special Education		51	52	52	
Sacramento	10				
Special Education		8	8	2	
Gap		***-21***	***-19***	***-26***	***5***
Non-Special Education		29	27	28	
California	10				
Special Education		8	7	9	
Gap		***-27***	***-29***	***-27***	***0***
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
Sacramento	4				
Special Education		38	42	33	
Gap		***-12***	***-15***	***-27***	***15***
Non-Special Education		50	57	60	
California	4				
Special Education		29	28	34	
Gap		***-23***	***-28***	***-25***	***2***
Non-Special Education		52	56	59	
Sacramento	8				
Special Education		19	14	10	
Gap		***-27***	***-33***	***-41***	***14***
Non-Special Education		46	47	51	
California	8				
Special Education		15	15	15	
Gap		***-35***	***-36***	***-37***	***2***
Non-Special Education		50	51	52	
Sacramento	10				
Special Education		7	9	5	
Gap		***-34***	***-32***	***-37***	***3***
Non-Special Education		41	41	42	
California	10				
Special Education		13	11	14	
Gap		***-35***	***-36***	***-34***	***-1***
Non-Special Education		48	47	48	

DISTRICT SALT LAKE CITY
STATE UTAH

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1997**
Grades Tested	**3, 5, 8 & 11**	**How Reported**	**National Percentile**

DEMOGRAPHICS [1]	SALT LAKE CITY		UTAH	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	25,712	25,367	477,121	481,687
Percent Free & Reduced Price Lunch Eligible (FRPL)	45.3*	50.2	NA	28.3
Percent of Students with IEPs	13.1	13.4	11.2	11.2
Percent English Language Learners	NA	25.7	NA	8.1
Percent African American	2.7*	3.9	0.7	1.0
Percent Hispanic	18.3*	28.3	5.3	8.8
Percent White	67.8	56.1	90.4	85.5
Percent Other	11.2	11.7	3.6	4.3
Number of FTE Teachers	1,216*	1,244	20,039	22,008
Student-Teacher Ratio	19.9	20.4	23.8	21.9
Number of Schools	40	43	735	793
Current Expenditures Per Pupil [2]	$4,595	$4,857	$3,604	$4,210

Salt Lake City as a Percentage of Utah's Public Schools	**1995-96**	**2000-01**
Percent of Students	5.4	5.3
Percent of FRPL	NA	9.4
Percent of IEPs	6.3	6.3
Percent of ELLs	NA	16.7
Percent of Schools	5.4	5.4
Percent of Teachers	6.1	5.7
Percent of State Revenue [3]	4.4	4.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Salt Lake City
SAT-9
National Percentile

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change in NCEs
Reading								
Salt Lake City	3	NA	NA	NA	NA	45	44	-0.6
Utah	3	NA	NA	NA	NA	59	60	0.5
Salt Lake City	5	42	36	39	49	39	36	-0.6
Utah	5	49	47	47	49	49	49	0.0
Salt Lake City	8	46	46	46	53	41	43	-0.5
Utah	8	53	53	53	53	53	51	-0.2
Salt Lake City	11	60	60	60	60	50	50	-1.1
Utah	11	60	60	60	60	55	55	-0.5
Math								
Salt Lake City	3	NA	NA	NA	NA	45	48	1.5
Utah	3	NA	NA	NA	NA	54	59	2.7
Salt Lake City	5	46	39	46	44	44	42	-0.4
Utah	5	52	49	49	49	49	49	-0.3
Salt Lake City	8	47	50	47	58	41	39	-0.9
Utah	8	60	58	58	58	58	56	-0.4
Salt Lake City	11	63	63	68	63	63	63	0.0
Utah	11	68	68	68	68	68	68	0.0

DISTRICT SAN DIEGO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At/Above 50th Percentile**

DEMOGRAPHICS [1]	**SAN DIEGO**		**CALIFORNIA**	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	130,360	141,804	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	59.7*	57.3*	NA	46.6
Percent of Students with IEPs	10.2	11.0	10.5	10.6
Percent English Language Learners	27.4*	27.8	NA	24.1
Percent African American	16.9	16.2	8.8	8.3
Percent Hispanic	33.3	38.5	38.7	42.5
Percent White	30.0	27.0	40.4	35.4
Percent Other	19.8	18.4	12.1	11.7
Number of FTE Teachers	5,786	7,403	230,849	298,064
Student-Teacher Ratio	22.5	19.1	24.0	20.6
Number of Schools	164	180	7,876	8,773
Current Expenditures Per Pupil [2]	$5,328	$6,122	$4,937	$5,801

San Diego as a Percentage of California's Public Schools	**1995-96**	**2000-01**
Percent of Students	2.4	2.3
Percent of FRPL	NA	2.9
Percent of IEPs	2.3	2.4
Percent of ELLs	NA	2.7
Percent of Schools	2.1	2.1
Percent of Teachers	2.5	2.5
Percent of State Revenue [3]	2.1	2.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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San Diego
SAT/9
Percent Scoring At or Above 50th NPR

Reading	Grade	1998	1999	2000*	2001*	2002*	Annualized Change
San Diego	3	41	47	52	49	53	3.0
California	3	38	41	44	46	47	2.3
San Diego	4	41	42	48	49	51	2.5
California	4	40	41	45	47	49	2.3
San Diego	5	44	44	44	47	49	1.3
California	5	41	42	44	45	47	1.5
San Diego	6	43	45	47	48	50	1.8
California	6	42	44	46	47	48	1.5
San Diego	7	44	44	47	48	48	1.0
California	7	44	44	46	48	48	1.0
San Diego	8	45	48	51	51	52	1.8
California	8	46	47	49	50	49	0.8
San Diego	9	36	36	40	38	37	0.3
California	9	34	34	35	35	34	0.0
San Diego	10	34	35	37	37	34	0.0
California	10	32	33	34	34	34	0.5
San Diego	11	37	38	39	37	39	0.5
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999*	2000*	2001*	2002*	Annualized Change
San Diego	3	46	57	64	61	64	4.5
California	3	40	48	56	59	62	5.5
San Diego	4	42	46	56	52	55	3.3
California	4	39	44	51	54	58	4.8
San Diego	5	45	47	50	52	55	2.5
California	5	41	45	50	54	57	4.0
San Diego	6	47	50	53	52	55	2.0
California	6	46	50	55	57	60	3.5
San Diego	7	42	42	45	47	50	2.0
California	7	42	45	48	50	52	2.5
San Diego	8	40	43	44	43	46	1.5
California	8	42	45	48	49	50	2.0
San Diego	9	48	49	54	53	53	1.3
California	9	47	48	51	51	52	1.3
San Diego	10	42	46	51	46	45	0.8
California	10	41	44	46	45	46	1.3
San Diego	11	45	49	55	47	49	1.0
California	11	43	45	47	46	47	1.0

* Asterik indicates that data has been updated by the school district.

San Diego
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998*	1999*	2000	2001*	2002	Change in Gap
San Diego	4						
African American		27	30	38	38	41	
Gap		*-40*	*-40*	*-39*	*-38*	*-38*	*-2*
White		67	70	77	76	79	
Gap		*-47*	*-49*	*-50*	*-46*	*-47*	*0*
Hispanic		20	21	27	30	32	
California	4						
African American		24	27	30	33	36	
Gap		*-37*	*-37*	*-38*	*-37*	*-35*	*-2*
White		61	64	68	70	71	
Gap		*-43*	*-43*	*-44*	*-43*	*-41*	*-2*
Hispanic		18	21	24	27	30	
San Diego	8						
African American		32	32	39	37	41	
Gap		*-40*	*-43*	*-40*	*-44*	*-38*	*-2*
White		72	75	79	81	79	
Gap		*-47*	*-47*	*-49*	*-52*	*-48*	*1*
Hispanic		25	28	30	29	31	
California	8						
African American		31	31	34	35	35	
Gap		*-36*	*-37*	*-36*	*-36*	*-36*	*0*
White		67	68	70	71	71	
Gap		*-42*	*-42*	*-42*	*-41*	*-41*	*-1*
Hispanic		25	26	28	30	30	
San Diego	10						
African American		18	20	21	20	21	
Gap		*-42*	*-42*	*-41*	*-44*	*-41*	*-1*
White		60	62	62	64	62	
Gap		*-42*	*-45*	*-43*	*-45*	*-46*	*4*
Hispanic		18	17	19	19	16	
California	10						
African American		18	17	18	19	19	
Gap		*-32*	*-33*	*-33*	*-33*	*-32*	*0*
White		50	50	51	52	51	
Gap		*-36*	*-35*	*-36*	*-36*	*-35*	*-1*
Hispanic		14	15	15	16	16	

* Asterik indicates that data has been updated by the school district.

San Diego
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
San Diego	4						
African American		25	31	41	36	41	
Gap		*-39*	*-39*	*-37*	*-40*	*-35*	*-4*
White		64	70	78	76	76	
Gap		*-41*	*-42*	*-40*	*-40*	*-36*	*-5*
Hispanic		23	28	38	36	40	
California	4						
African American		21	25	32	36	40	
Gap		*-36*	*-36*	*-37*	*-36*	*-34*	*-2*
White		57	61	69	72	74	
Gap		*-36*	*-35*	*-35*	*-33*	*-30*	*-6*
Hispanic		21	26	34	39	44	
San Diego	8						
African American		19	20	24	21	27	
Gap		*-44*	*-46*	*-45*	*-47*	*-43*	*-1*
White		63	66	69	68	70	
Gap		*-43*	*-43*	*-44*	*-45*	*-44*	*1*
Hispanic		20	23	25	23	26	
California	8						
African American		21	23	26	27	27	
Gap		*-39*	*-40*	*-40*	*-40*	*-41*	*2*
White		60	63	66	67	68	
Gap		*-39*	*-38*	*-38*	*-37*	*-37*	*-2*
Hispanic		21	25	28	30	31	
San Diego	10						
African American		18	25	30	22	25	
Gap		*-44*	*-41*	*-41*	*-44*	*-41*	*-3*
White		62	66	71	66	66	
Gap		*-39*	*-41*	*-40*	*-38*	*-40*	*1*
Hispanic		23	25	31	28	26	
California	10						
African American		21	22	24	23	25	
Gap		*-35*	*-36*	*-36*	*-36*	*-36*	*1*
White		56	58	60	59	61	
Gap		*-34*	*-33*	*-33*	*-32*	*-32*	*-2*
Hispanic		22	25	27	27	29	

San Diego
SAT/9 -Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999*	2000*	2001*	2002*	Change in Gap	Math	Grade	1999*	2000*	2001*	2002*	Change in Gap
San Diego	4						San Diego	4					
ED		26	31	33	36		ED		33	41	39	43	
Gap		*-44*	*-44*	*-42*	*-40*	*-4*	*Gap*		*-37*	*-38*	*-37*	*-33*	*-4*
Non-ED		70	75	75	76		Non-ED		70	79	76	76	
California	4						California	4					
ED		22	25	28	31		ED		28	35	39	44	
Gap		*-34*	*-42*	*-41*	*-39*	*5*	*Gap*		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	67	69	70		Non-ED		56	70	73	75	
San Diego	8						San Diego	8					
ED		31	33	33	34		ED		28	28	26	29	
Gap		*-38*	*-39*	*-39*	*-37*	*-1*	*Gap*		*-33*	*-36*	*-36*	*-34*	*1*
Non-ED		69	72	72	71		Non-ED		61	64	62	63	
California	8						California	8					
ED		27	28	29	30		ED		27	29	31	32	
Gap		*-30*	*-36*	*-36*	*-34*	*4*	*Gap*		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		57	64	65	64		Non-ED		54	62	62	63	
San Diego	10						San Diego	10					
ED		18	18	19	17		ED		31	37	30	28	
Gap		*-32*	*-33*	*-31*	*-29*	*-3*	*Gap*		*-26*	*-25*	*-28*	*-28*	*2*
Non-ED		50	51	50	46		Non-ED		57	62	58	56	
California	10						California	10					
ED		15	15	15	15		ED		29	29	28	30	
Gap		*-23*	*-27*	*-28*	*-28*	*5*	*Gap*		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		38	42	43	43		Non-ED		48	53	52	54	

* Asterik indicates that data has been updated by the school district.

San Diego
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999*	2000*	2001*	2002*	Change in Gap
San Diego	4					
LEP		12	16	18	18	
Gap		*-44*	*-48*	*-46*	*-49*	*5*
Non-LEP		56	64	64	67	
California	4					
LEP		11	13	15	18	
Gap		*-42*	*-44*	*-44*	*-43*	*1*
Non-LEP		53	57	59	61	
San Diego	8					
LEP		7	9	7	9	
Gap		*-52*	*-54*	*-56*	*-54*	*2*
Non-LEP		59	63	63	63	
California	8					
LEP		8	9	10	11	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*
Non-LEP		57	58	59	59	
San Diego	10					
LEP		2	3	3	3	
Gap		*-41*	*-41*	*-42*	*-40*	*-1*
Non-LEP		43	44	45	43	
California	10					
LEP		3	3	3	3	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*
Non-LEP		41	39	40	40	

Math	Grade	1999*	2000*	2001*	2002*	Change in Gap
San Diego	4					
LEP		24	32	29	32	
Gap		*-33*	*-35*	*-35*	*-35*	*2*
Non-LEP		57	67	64	67	
California	4					
LEP		21	27	30	36	
Gap		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		52	60	64	67	
San Diego	8					
LEP		11	11	11	13	
Gap		*-41*	*-43*	*-41*	*-42*	*1*
Non-LEP		52	54	52	55	
California	8					
LEP		15	17	19	20	
Gap		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		52	55	56	57	
San Diego	10					
LEP		16	19	14	14	
Gap		*-37*	*-39*	*-39*	*-39*	*2*
Non-LEP		53	58	53	53	
California	10					
LEP		20	21	19	20	
Gap		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		50	50	50	51	

* Asterik indicates that data has been updated by the school district.

San Diego
SAT/9-Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
San Diego	4				
Special Education		32	36	30	
Gap		***-17***	***-13***	***-21***	***4***
Non-Special Education		49	49	51	
California	4				
Special Education		25	27	28	
Gap		***-21***	***-21***	***-22***	***1***
Non-Special Education		46	48	50	
San Diego	8				
Special Education		22	25	23	
Gap		***-31***	***-29***	***-31***	***0***
Non-Special Education		53	54	54	
California	8				
Special Education		15	15	15	
Gap		***-36***	***-37***	***-37***	***1***
Non-Special Education		51	52	52	
San Diego	10				
Special Education		9	13	13	
Gap		***-29***	***-26***	***-23***	***-6***
Non-Special Education		38	39	36	
California	10				
Special Education		8	7	9	
Gap		***-27***	***-29***	***-27***	***0***
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
San Diego	4				
Special Education		33	38	29	
Gap		***-24***	***-15***	***-27***	***3***
Non-Special Education		57	53	56	
California	4				
Special Education		29	28	34	
Gap		***-23***	***-28***	***-25***	***2***
Non-Special Education		52	56	59	
San Diego	8				
Special Education		17	18	15	
Gap		***-29***	***-27***	***-33***	***4***
Non-Special Education		46	45	48	
California	8				
Special Education		15	15	15	
Gap		***-35***	***-36***	***-37***	***2***
Non-Special Education		50	51	52	
San Diego	10				
Special Education		17	18	19	
Gap		***-37***	***-31***	***-28***	***-9***
Non-Special Education		54	49	47	
California	10				
Special Education		13	11	14	
Gap		***-35***	***-36***	***-34***	***-1***
Non-Special Education		48	47	48	

DISTRICT SAN FRANCISCO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1998**
Grades Tested	**3-11**	**How Reported**	**Percent At or Above 50th Percentile**

DEMOGRAPHICS [1]	SAN FRANCISCO		CALIFORNIA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	61,734*	59,979	5,536,406	6,142,348
Percent Free & Reduced Price Lunch Eligible (FRPL)	49.7*	53.5*	NA	46.6
Percent of Students with IEPs	9.1*	9.9*	10.5	10.6
Percent English Language Learners	30.5*	31.5*	NA	24.1
Percent African American	17.4*	15.6	8.8	8.3
Percent Hispanic	20.5	21.7	38.7	42.5
Percent White	13.1	11.0	40.4	35.4
Percent Other	49.0*	51.0	12.1	11.7
Number of FTE Teachers	2,972	3,261	230,849	298,064
Student-Teacher Ratio	20.8	19.1	24.0	20.6
Number of Schools	111	116	7,876	8,773
Current Expenditures Per Pupil [2]	$5,357	$5,787	$4,937	$5,801

San Francisco as a Percentage of California's Public Schools	**1995-96**	**2000-01**
Percent of Students	1.1	1.0
Percent of FRPL	NA	1.1
Percent of IEPs	1.0	0.9
Percent of ELLs	NA	1.1
Percent of Schools	1.4	1.3
Percent of Teachers	1.3	1.1
Percent of State Revenue [3]	0.8	0.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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San Francisco
SAT/9
Percent Scoring Above 50th NPR

Reading	Grade	1998	1999	2000	2001	2002	Annualized Change
San Francisco	3	38	42	45	46	50	3.0
California	3	38	41	44	46	47	2.3
San Francisco	4	44	43	50	51	53	2.3
California	4	40	41	45	47	49	2.3
San Francisco	5	45	44	46	47	51	1.5
California	5	41	42	44	45	47	1.5
San Francisco	6	42	45	46	45	49	1.8
California	6	42	44	46	47	48	1.5
San Francisco	7	47	50	50	48	49	0.5
California	7	44	44	46	48	48	1.0
San Francisco	8	48	49	51	48	49	0.3
California	8	46	47	49	50	49	0.8
San Francisco	9	41	43	42	40	40	-0.3
California	9	34	34	35	35	34	0.0
San Francisco	10	38	39	39	37	40	0.5
California	10	32	33	34	34	34	0.5
San Francisco	11	43	41	43	40	41	-0.5
California	11	36	35	36	37	37	0.3

Math	Grade	1998	1999	2000	2001	2002	Annualized Change
San Francisco	3	50	55	61	61	63	3.3
California	3	40	48	56	59	62	5.5
San Francisco	4	50	51	56	58	61	2.8
California	4	39	44	51	54	58	4.8
San Francisco	5	54	54	58	60	63	2.3
California	5	41	45	50	54	57	4.0
San Francisco	6	53	56	58	59	62	2.3
California	6	46	50	55	57	60	3.5
San Francisco	7	54	54	57	57	58	1.0
California	7	42	45	48	50	52	2.5
San Francisco	8	53	54	59	57	59	1.5
California	8	42	45	48	49	50	2.0
San Francisco	9	63	64	67	65	66	0.8
California	9	47	48	51	51	52	1.3
San Francisco	10	55	57	60	59	65	2.5
California	10	41	44	46	45	46	1.3
San Francisco	11	62	60	64	60	63	0.3
California	11	43	45	47	46	47	1.0

San Francisco
SAT/9-Reading
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
San Francisco	4						
African American		21	23	25	27	29	
Gap		***-47***	***-49***	***-56***	***-46***	***-45***	***-2***
White		68	72	81	73	74	
Gap		***-40***	***-49***	***-50***	***-44***	***-45***	***5***
Hispanic		28	23	31	29	29	
California	4						
African American		24	27	30	33	36	
Gap		***-37***	***-37***	***-38***	***-37***	***-35***	***-2***
White		61	64	68	70	71	
Gap		***-43***	***-43***	***-44***	***-43***	***-41***	***-2***
Hispanic		18	21	24	27	30	
San Francisco	8						
African American		29	26	28	29	26	
Gap		***-41***	***-51***	***-46***	***-43***	***-42***	***1***
White		70	77	74	72	68	
Gap		***-39***	***-45***	***-40***	***-40***	***-38***	***-1***
Hispanic		31	32	34	32	30	
California	8						
African American		31	31	34	35	35	
Gap		***-36***	***-37***	***-36***	***-36***	***-36***	***0***
White		67	68	70	71	71	
Gap		***-42***	***-42***	***-42***	***-41***	***-41***	***-1***
Hispanic		25	26	28	30	30	
San Francisco	10						
African American		17	17	21	16	16	
Gap		***-47***	***-49***	***-41***	***-43***	***-46***	***-1***
White		64	66	62	59	62	
Gap		***-40***	***-43***	***-39***	***-39***	***-42***	***2***
Hispanic		24	23	23	20	20	
California	10						
African American		18	17	18	19	19	
Gap		***-32***	***-33***	***-33***	***-33***	***-32***	***0***
White		50	50	51	52	51	
Gap		***-36***	***-35***	***-36***	***-36***	***-35***	***-1***
Hispanic		14	15	15	16	16	

San Francisco
SAT/9-Math
Percent At/Above 50th NPR

	Grade	1998	1999	2000	2001	2002	Change in Gap
San Francisco	4						
African American		17	21	23	28	31	
Gap		***-45***	***-44***	***-52***	***-43***	***-41***	***-4***
White		62	65	75	71	72	
Gap		***-32***	***-39***	***-38***	***-37***	***-32***	***0***
Hispanic		30	26	37	34	40	
California	4						
African American		21	25	32	36	40	
Gap		***-36***	***-36***	***-37***	***-36***	***-34***	***-2***
White		57	61	69	72	74	
Gap		***-36***	***-35***	***-35***	***-33***	***-30***	***-6***
Hispanic		21	26	34	39	44	
San Francisco	8						
African American		20	22	21	21	22	
Gap		***-47***	***-49***	***-53***	***-49***	***-47***	***0***
White		67	71	74	70	69	
Gap		***-44***	***-46***	***-44***	***-41***	***-40***	***-4***
Hispanic		23	25	30	29	29	
California	8						
African American		21	23	26	27	27	
Gap		***-39***	***-40***	***-40***	***-40***	***-41***	***2***
White		60	63	66	67	68	
Gap		***-39***	***-38***	***-38***	***-37***	***-37***	***-2***
Hispanic		21	25	28	30	31	
San Francisco	10						
African American		20	21	29	24	23	
Gap		***-47***	***-49***	***-42***	***-42***	***-50***	***3***
White		67	70	71	66	73	
Gap		***-39***	***-39***	***-39***	***-33***	***-38***	***-1***
Hispanic		28	31	32	33	35	
California	10						
African American		21	22	24	23	25	
Gap		***-35***	***-36***	***-36***	***-36***	***-36***	***1***
White		56	58	60	59	61	
Gap		***-34***	***-33***	***-33***	***-32***	***-32***	***-2***
Hispanic		22	25	27	27	29	

San Francisco
SAT/9-Economically Disadvantaged (ED)
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
San Francisco	4					
ED		33	39	43	44	
Gap		*-26*	*-28*	*-20*	*-23*	*-3*
Non-ED		59	67	63	67	
California	4					
ED		22	25	28	31	
Gap		*-34*	*-42*	*-41*	*-39*	*5*
Non-ED		56	67	69	70	
San Francisco	8					
ED		39	40	38	40	
Gap		*-17*	*-19*	*-17*	*-18*	*1*
Non-ED		56	59	55	58	
California	8					
ED		27	28	29	30	
Gap		*-30*	*-36*	*-36*	*-34*	*4*
Non-ED		57	64	65	64	
San Francisco	10					
ED		27	26	23	24	
Gap		*-15*	*-16*	*-19*	*-23*	*8*
Non-ED		42	42	42	47	
California	10					
ED		15	15	15	15	
Gap		*-23*	*-27*	*-28*	*-28*	*5*
Non-ED		38	42	43	43	

Math	Grade	1999	2000	2001	2002	Change in Gap
San Francisco	4					
ED		45	49	52	56	
Gap		*-15*	*-19*	*-15*	*-14*	*-1*
Non-ED		60	68	67	70	
California	4					
ED		28	35	39	44	
Gap		*-28*	*-35*	*-34*	*-31*	*3*
Non-ED		56	70	73	75	
San Francisco	8					
ED		49	55	53	55	
Gap		*-9*	*-7*	*-7*	*-8*	*-1*
Non-ED		58	62	60	63	
California	8					
ED		27	29	31	32	
Gap		*-27*	*-33*	*-31*	*-31*	*4*
Non-ED		54	62	62	63	
San Francisco	10					
ED		53	55	54	61	
Gap		*-5*	*-6*	*-7*	*-6*	*1*
Non-ED		58	61	61	67	
California	10					
ED		29	29	28	30	
Gap		*-19*	*-24*	*-24*	*-24*	*5*
Non-ED		48	53	52	54	

San Francisco
SAT/9 - Limited English Proficiency Students
Percent At/Above 50th NPR

Reading	Grade	1999	2000	2001	2002	Change in Gap
San Francisco	4					
LEP		23	33	36	37	
Gap		*-30*	*-27*	*-24*	*-25*	*-5*
Non-LEP		53	60	60	62	
California	4					
ED		11	13	15	18	
Gap		*-42*	*-44*	*-44*	*-43*	*1*
Non-ED		53	57	59	61	
San Francisco	8					
LEP		12	12	9	9	
Gap		*-47*	*-48*	*-51*	*-50*	*3*
Non-LEP		59	60	60	59	
California	8					
LEP		8	9	10	11	
Gap		*-49*	*-49*	*-49*	*-48*	*-1*
Non-LEP		57	58	59	59	
San Francisco	10					
LEP		7	5	5	4	
Gap		*-39*	*-40*	*-39*	*-43*	*4*
Non-LEP		46	45	44	47	
California	10					
LEP		3	3	3	3	
Gap		*-38*	*-36*	*-37*	*-37*	*-1*
Non-LEP		41	39	40	40	

Math	Grade	1999	2000	2001	2002	Change in Gap
San Francisco	4					
LEP		46	51	54	55	
Gap		*-8*	*-8*	*-7*	*-10*	*2*
Non-LEP		54	59	61	65	
California	4					
LEP		21	27	30	36	
Gap		*-31*	*-33*	*-34*	*-31*	*0*
Non-LEP		52	60	64	67	
San Francisco	8					
LEP		32	39	38	38	
Gap		*-29*	*-24*	*-25*	*-27*	*-2*
Non-LEP		61	63	63	65	
California	8					
LEP		15	17	19	20	
Gap		*-37*	*-38*	*-37*	*-37*	*0*
Non-LEP		52	55	56	57	
San Francisco	10					
LEP		38	43	45	51	
Gap		*-25*	*-20*	*-17*	*-17*	*-8*
Non-LEP		63	63	62	68	
California	10					
LEP		20	21	19	20	
Gap		*-30*	*-29*	*-31*	*-31*	*1*
Non-LEP		50	50	50	51	

San Francisco
SAT/9-Special Education
Percent At/Above 50th NPR

Reading	Grade	2000	2001	2002	Change in Gap
San Francisco	4				
Special Education		34	37	34	
Gap		***-17***	***-15***	***-20***	***3***
Non-Special Education		51	52	54	
California	4				
Special Education		25	27	28	
Gap		***-21***	***-21***	***-22***	***1***
Non-Special Education		46	48	50	
San Francisco	8				
Special Education		21	19	17	
Gap		***-32***	***-31***	***-34***	***2***
Non-Special Education		53	50	51	
California	8				
Special Education		15	15	15	
Gap		***-36***	***-37***	***-37***	***1***
Non-Special Education		51	52	52	
San Francisco	10				
Special Education		9	19	10	
Gap		***-31***	***-19***	***-31***	***0***
Non-Special Education		40	38	41	
California	10				
Special Education		8	7	9	
Gap		***-27***	***-29***	***-27***	***0***
Non-Special Education		35	36	36	

Math	Grade	2000	2001	2002	Change in Gap
San Francisco	4				
Special Education		40	38	45	
Gap		***-17***	***-21***	***-17***	***0***
Non-Special Education		57	59	62	
California	4				
Special Education		29	28	34	
Gap		***-23***	***-28***	***-25***	***2***
Non-Special Education		52	56	59	
San Francisco	8				
Special Education		23	22	19	
Gap		***-38***	***-38***	***-44***	***6***
Non-Special Education		61	60	63	
California	8				
Special Education		15	15	15	
Gap		***-35***	***-36***	***-37***	***2***
Non-Special Education		50	51	52	
San Francisco	10				
Special Education		23	28	25	
Gap		***-39***	***-32***	***-41***	***2***
Non-Special Education		62	60	66	
California	10				
Special Education		13	11	14	
Gap		***-35***	***-36***	***-34***	***-1***
Non-Special Education		48	47	48	

DISTRICT SEATTLE
STATE WASHINGTON

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Washington Assessment of Student Learning, & ITBS**	**First Year Reported**	**1998**
Grades Tested	**3, 4, 6, 7, 9 & 10**	**How Reported**	**Performance Level & National Percentile**

DEMOGRAPHICS [1]	SEATTLE		WASHINGTON	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	46,757	47,575	956,572	1,004,770
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	43.3*	NA	NA
Percent of Students with IEPs	9.9	12.1	11.1	11.5
Percent English Language Learners	NA	12.4*	NA	NA
Percent African American	23.0	23.2	4.7	5.3
Percent Hispanic	8.0	10.4	7.8	10.2
Percent White	41.1	40.0	78.3	74.4
Percent Other	27.9	26.5	9.1	10.0
Number of FTE Teachers	2,420	2,550	46,907	51,098
Student-Teacher Ratio	19.3	17.3	20.4	19.7
Number of Schools	114	119	2,124	2,305
Current Expenditures Per Pupil [2]	$6,723	$7,059	$5,639	$6,110

Seattle as a Percentage of Washington's Public Schools	**1995-96**	**2000-01**
Percent of Students	4.9	4.7
Percent of FRPL	NA	NA
Percent of IEPs	4.4	5.0
Percent of ELLs	NA	NA
Percent of Schools	5.4	5.2
Percent of Teachers	5.2	5.0
Percent of State Revenue [3]	4.7	4.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Seattle
Washington Assessment of Student Learning (WASL)
Percent Meeting Standard

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
Seattle	4	52.3	56.0	63.6	63.5	64.2	3.0
Washington	4	55.6	59.1	65.8	66.1	65.6	2.5
Seattle	7	33.8	40.1	39.8	38.9	44.3	2.6
Washington	7	38.4	40.8	41.5	39.8	44.5	1.5
Seattle	10	NA	36.0	49.8	49.5	52.4	5.5
Washington	10	NA	51.4	59.8	62.4	59.2	2.6
Math							
Seattle	4	34.8	35.8	44.3	43.5	51.1	4.1
Washington	4	31.2	37.3	41.8	43.4	51.8	5.2
Seattle	7	21.8	26.9	30.9	29.9	29.8	2.0
Washington	7	20.1	24.2	28.2	27.4	30.4	2.6
Seattle	10	NA	24.8	32.2	33.7	35.3	3.5
Washington	10	NA	33.0	35.0	38.9	37.3	1.4

Seattle
ITBS
National Percentile

		1999	2000	2001	2002	Annualized Change in NCEs
Reading						
Seattle	3	59	60	60	61	0.4
Washington	3	55	56	57	57	0.4
Seattle	6	NA	57	55	57	0.0
Washington	6	NA	54	53	54	0.0
Seattle	9	NA	52	53	51	-0.3
Washington	9	NA	54	53	54	0.0
Quantitative Thinking						
Seattle	3	69	69	68	71	0.4
Washington	3	60	63	64	66	1.1
Seattle	6	NA	60	56	58	-0.5
Washington	6	NA	56	56	58	0.5
Seattle	9	NA	NA	NA	57	NA
Washington	9	NA	NA	NA	59	NA

Seattle
WASL-Reading
Percent Meeting Standard

	Grade	1998	1999	2000	2001	2002	Change in Gap
Seattle	4						
African American		30.6	33.5	40.3	41.3	43.3	
Gap		*-41.7*	*-43.5*	*-41.1*	*-41.0*	*-37.1*	*-4.6*
White		72.3	77.0	81.4	82.3	80.4	
Gap		*-32.1*	*-34.2*	*-30.7*	*-34.3*	*-28.6*	*-3.5*
Hispanic		40.2	42.8	50.7	48.0	51.8	
Washington	4						
African American		35.4	39.3	47.7	48.2	49.2	
Gap		*-26.1*	*-26.0*	*-24.1*	*-23.9*	*-21.9*	*-4.2*
White		61.5	65.3	71.8	72.1	71.1	
Gap		*-33.9*	*-34.0*	*-32.4*	*-31.7*	*-29.2*	*-4.7*
Hispanic		27.6	31.3	39.4	40.4	41.9	
Seattle	7						
African American		12.2	16.7	15.4	15.9	20.0	
Gap		*-40.9*	*-45.9*	*-42.7*	*-41.9*	*-43.2*	*2.3*
White		53.1	62.6	58.1	57.8	63.2	
Gap		*-32.3*	*-34.5*	*-24.6*	*-33.6*	*-31.0*	*-1.3*
Hispanic		20.8	28.1	33.5	24.2	32.2	
Washington	7						
African American		17.5	19.5	20.4	20.4	24.2	
Gap		*-25.8*	*-26.8*	*-26.7*	*-24.5*	*-25.4*	*-0.4*
White		43.3	46.3	47.1	44.9	49.6	
Gap		*-28.6*	*-28.5*	*-29.4*	*-28.2*	*-28.4*	*-0.2*
Hispanic		14.7	17.8	17.7	16.7	21.2	
Seattle	10						
African American		NA	15.9	25.4	26.5	23.0	
Gap		*NA*	*-38.8*	*-45.1*	*-41.2*	*-48.0*	*9.2*
White		NA	54.7	70.5	67.7	71.0	
Gap		*NA*	*-34.3*	*-26.7*	*-31.9*	*-29.1*	*-5.2*
Hispanic		NA	20.4	43.8	35.8	41.9	
Washington	10						
African American		NA	26.1	38.2	40.6	36.0	
Gap		*NA*	*-32.2*	*-27.9*	*-27.2*	*-28.5*	*-3.7*
White		NA	58.3	66.1	67.8	64.5	
Gap		*NA*	*-32.3*	*-30.2*	*-29.4*	*-29.7*	*-2.6*
Hispanic		NA	26.0	35.9	38.4	34.8	

Seattle
WASL-Math
Percent Meeting Standard

	Grade	1998	1999	2000	2001	2002	Change in Gap
Seattle	4						
African American		14.2	12.0	17.2	15.0	22.2	
Gap		*-38.3*	*-43.1*	*-45.7*	*-50.6*	*-47.7*	*9.4*
White		52.5	55.1	62.9	65.6	69.9	
Gap		*-29.0*	*-32.1*	*-31.4*	*-36.9*	*-31.9*	*2.9*
Hispanic		23.5	23.0	31.5	28.7	38.0	
Washington	4						
African American		13.0	15.3	18.7	19.5	28.5	
Gap		*-22.4*	*-27.2*	*-28.5*	*-29.6*	*-28.8*	*6.4*
White		35.4	42.5	47.2	49.1	57.3	
Gap		*-24.0*	*-28.3*	*-29.0*	*-29.1*	*-28.1*	*4.1*
Hispanic		11.4	14.2	18.2	20.0	29.2	
Seattle	7						
African American		2.3	4.7	6.3	5.1	6.8	
Gap		*-32.7*	*-41.8*	*-41.9*	*-43.3*	*-38.7*	*6.0*
White		35.0	46.5	48.2	48.4	45.5	
Gap		*-24.1*	*-31.1*	*-26.7*	*-30.9*	*-29.2*	*5.1*
Hispanic		10.9	15.4	21.5	17.5	16.3	
Washington	7						
African American		4.9	6.8	8.7	7.8	10.3	
Gap		*-17.9*	*-21.3*	*-23.7*	*-23.8*	*-24.1*	*6.2*
White		22.8	28.1	32.4	31.6	34.4	
Gap		*-17.3*	*-20.9*	*-22.7*	*-23.2*	*-22.9*	*5.6*
Hispanic		5.5	7.2	9.7	8.4	11.5	
Seattle	10						
African American		NA	5.4	8.3	6.1	8.1	
Gap		*NA*	*-35.9*	*-40.2*	*-46.6*	*-45.6*	*9.7*
White		NA	41.3	48.5	52.7	53.7	
Gap		*NA*	*-30.4*	*-26.4*	*-34.9*	*-33.9*	*3.5*
Hispanic		NA	10.9	22.1	17.8	19.8	
Washington	10						
African American		NA	9.5	11.7	11.9	12.9	
Gap		*NA*	*-28.6*	*-28.4*	*-31.8*	*-28.9*	*0.3*
White		NA	38.1	40.1	43.7	41.8	
Gap		*NA*	*-26.5*	*-27.5*	*-29.1*	*-27.6*	*1.1*
Hispanic		NA	11.6	12.6	14.6	14.2	

Seattle
WASL - Title I Students
Percent Students Meeting Standard

Reading	Grade	2001	2002	Annualized Change
Seattle	4	48.4	43.8	-4.6
Washington	4	49.2	50.9	1.7
Seattle	7	13.8	30.6	16.8
Washington	7	20.5	26.1	5.6
Math				
Seattle	4	25.0	25.4	0.4
Washington	4	26.9	36.9	10.0
Seattle	7	4.6	2.0	-2.6
Washington	7	12.4	15.8	3.4

Seattle
WASL
Percent Students Meeting Standard - Bilingual

Reading	Grade	1999	2000	2001	2002	Annualized Change
Seattle	4	NA	NA	24.4	25.9	1.5
Washington	4	14.8	20.9	24.0	24.8	3.3
Seattle	7	NA	NA	1.7	5.0	3.3
Washington	7	5.0	5.4	3.8	6.7	0.6
Seattle	10	NA	NA	11.0	8.5	-2.5
Washington	10	6.8	12.2	17.8	13.0	2.1
Math						
Seattle	4	NA	NA	9.0	18.2	9.2
Washington	4	8.1	10.9	11.6	18.2	3.4
Seattle	7	NA	NA	2.5	4.3	1.8
Washington	7	3.7	4.1	3.8	6.8	1.0
Seattle	10	NA	NA	9.7	10.1	0.4
Washington	10	7.8	7.3	12.0	8.7	0.3

Seattle
WASL
Percent Students Meeting Standard - Special Education

Reading	Grade	1999	2000	2001	2002	Annualized Change
Seattle	4	18.5	25.5	30.0	35.9	5.8
Washington	4	19.7	27.2	29.0	30.2	3.5
Seattle	7	6.5	7.2	9.3	11.0	1.5
Washington	7	7.1	6.7	6.5	8.3	0.4
Seattle	10	7.3	10.0	14.1	16.1	2.9
Washington	10	11.3	14.5	14.8	12.6	0.4
Math						
Seattle	4	7.7	14.2	15.7	28.7	7.0
Washington	4	11.5	14.5	16.4	22.9	3.8
Seattle	7	3.9	3.8	4.9	4.0	0.0
Washington	7	3.3	3.1	3.4	3.9	0.2
Seattle	10	3.7	2.1	7.0	6.5	0.9
Washington	10	4.7	4.5	5.3	4.3	-0.1

DISTRICT ST. LOUIS
STATE MISSOURI

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Missouri Assessment Program**	**First Year Reported**	**1997**
Grades Tested	**3,4,7,8,10, & 11**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	ST. LOUIS		MISSOURI	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	41,711*	44,412	889,881	912,744
Percent Free & Reduced Price Lunch Eligible (FRPL)	83.0*	74.3	NA	34.6
Percent of Students with IEPs	15.3*	15.7	15.2	15.0
Percent English Language Learners	NA	5.5	NA	1.1
Percent African American	79.7	80.5	16.1	17.4
Percent Hispanic	0.7	1.1	1.0	1.8
Percent White	18.0	16.8	81.7	79.3
Percent Other	1.7	1.5	1.2	1.5
Number of FTE Teachers	3,152	3,305	57,951	64,739
Student-Teacher Ratio	13.2	13.4	15.4	14.1
Number of Schools	105	120	2,256	2,368
Current Expenditures Per Pupil [2]	$7,696	$7,855	$5,092	$5,855

St. Louis as a Percentage of Missouri's Public Schools	**1995-96**	**2000-01**
Percent of Students	4.7	4.9
Percent of FRPL	NA	10.5
Percent of IEPs	4.6	5.1
Percent of ELLs	NA	23.8
Percent of Schools	5.0	5.1
Percent of Teachers	5.4	5.1
Percent of State Revenue [3]	7.9	8.8

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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St. Louis
Missouri Assessment Program (MAP)
Percent Scoring Proficient and Advanced

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change
Communication Arts								
St Louis	3	NA	10.1	12.0	14.0	17.2	20.8	2.7
Missouri	3	NA	28.6	28.8	31.7	31.6	35.4	1.7
St Louis	7	NA	11.7	10.7	12.8	11.4	15.2	0.9
Missouri	7	NA	30.3	30.5	32.3	34.2	32.0	0.4
St Louis	11	NA	10.4	10.0	9.6	8.1	6.7	-0.9
Missouri	11	NA	20.7	23.4	22.8	22.6	23.7	0.8
Math								
St Louis	4	10.6	11.8	17.6	17.9	19.2	20.6	2.0
Missouri	4	34.1	31.8	35.3	36.7	37.7	37.6	0.7
St Louis	8	3.5	3.6	3.0	4.2	6.3	5.3	0.4
Missouri	8	13.5	12.6	10.4	14.1	14.7	13.7	0.0
St Louis	10	5.7	3.0	3.3	3.2	2.6	2.4	-0.7
Missouri	10	11.4	7.0	9.7	10.3	12.7	10.7	-0.1

DISTRICT ST. PAUL
STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS			
State Assessment	Minnesota Comprehensive Assessment & Basic Skills Test	First Year Reported	1998
Grades Tested	3, 5, & 8	How Reported	Performance Level 7 Percent Passing

DEMOGRAPHICS [1]	ST. PAUL		MINNESOTA	
	1995-96	2000-01	1995-96	2000-01
Number of Students	42,520	45,115	835,166	854,340
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	63.1	NA	25.6
Percent of Students with IEPs	15.6*	14.4	12.4	12.8
Percent English Language Learners	20.5*	35.4	NA	5.2
Percent African American	21.2	24.3	4.8	6.6
Percent Hispanic	6.8	9.9	2.0	3.4
Percent White	45.9	33.3	87.4	82.9
Percent Other	26.2	32.5	5.8	7.1
Number of FTE Teachers	2,203	3,029	46,971	53,457
Student-Teacher Ratio	19.3	14.9	17.8	16.0
Number of Schools	68*	122	2,157	2,362
Current Expenditures Per Pupil [2]	$6,649	$8,119	$5,801	$6,791

St. Paul as a Percentage of Minnesota's Public Schools	1995-96	2000-01
Percent of Students	5.1	5.3
Percent of FRPL	NA	13.0
Percent of IEPs	6.4	6.0
Percent of ELLs	NA	36.0
Percent of Schools	3.2	5.2
Percent of Teachers	4.7	5.7
Percent of State Revenue [3]	5.9	7.3

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring at Levels III & IV

	Grade	1998	1999	2000	2001	2002	Annualized Change
Reading							
St Paul	3	15.6	20.0	22.8	29.5	26.9	2.8
Minnesota	3	35.3	39.9	44.6	49.0	48.8	3.4
St Paul	5	19.1	24.5	27.0	34.4	35.3	4.1
Minnesota	5	38.2	44.6	51.8	62.9	64.0	6.5
Math							
St Paul	3	17.2	21.3	27.3	34.1	30.1	3.2
Minnesota	3	35.2	42.1	46.4	52.7	47.9	3.2
St Paul	5	14.3	17.9	24.3	27.1	30.1	3.9
Minnesota	5	31.1	36.4	45.6	50.6	52.7	5.4

Minnesota Basic Standards Test (MBST)
Percent Passing

	Grade	1998	1999	2000	2001	2002	Change
Reading							
St. Paul	8	39.6	49.4	55.9	54.8	55.3	3.9
Minnesota	8	68.0	75.2	79.7	78.8	80.0	3.0
Math							
St. Paul	8	38.6	44.0	46.6	46.3	47.7	2.3
Minnesota	8	70.6	70.2	71.8	72.0	74.5	1.0

St. Paul
Minnesota Comprehensive Assessment (MCA)-Reading
Percent Scoring Levels III & IV

	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
African American		9.1	12.3	14.7	20.1	20.5	
Gap		*-21.9*	*-24.7*	*-30.8*	*-33.8*	*-34.2*	*12*
White		31.0	37.0	45.5	53.9	54.7	
Gap		*-20.1*	*-22.4*	*-27.7*	*-31.9*	*-34.1*	*14*
Hispanic		10.9	14.6	17.8	22.0	20.5	
Minnesota	3						
African American		10.7	15.0	16.1	20.1	21.1	
Gap		*-28.6*	*-29.5*	*-34.2*	*-34.7*	*-33.8*	*5*
White		39.4	44.5	50.2	54.9	54.9	
Gap		*-23.7*	*-24.2*	*-28.8*	*-31.7*	*-33.0*	*9*
Hispanic		15.7	20.3	21.5	23.1	21.9	
St. Paul	5						
African American		8.5	13.6	15.6	22.4	24.2	
Gap		*-27.9*	*-30.4*	*-34.3*	*-40.2*	*-38.9*	*11*
White		36.4	44.0	49.9	62.7	63.1	
Gap		*-20.3*	*-24.4*	*-26.7*	*-32.6*	*-32.1*	*12*
Hispanic		16.1	19.6	23.1	30.0	31.0	
Minnesota	5						
African American		13.0	15.5	19.8	28.0	29.0	
Gap		*-29.0*	*-33.9*	*-37.6*	*-41.8*	*-42.1*	*13*
White		42.0	49.3	57.4	69.7	71.1	
Gap		*-25.6*	*-30.3*	*-31.5*	*-36.5*	*-37.6*	*12*
Hispanic		16.3	19.0	25.9	33.2	33.5	

Minnesota Basic Skills Test (MBST)-Reading
Percent Passing

St. Paul	8						
African American		25.5	33.7	41.4	40.1	40.8	
Gap		*-33.2*	*-35.9*	*-34.6*	*-35.3*	*-38.5*	*5*
White		58.7	69.6	76.0	75.4	79.3	
Gap		*-30.1*	*-30.2*	*-25.7*	*-24.5*	*-32.1*	*2*
Hispanic		28.6	39.4	50.3	50.9	47.2	
Minnesota	8						
African American		31.2	38.5	48.1	45.2	46.5	
Gap		*-41.2*	*-41.3*	*-36.0*	*-38.4*	*-39.1*	*-2*
White		72.4	79.8	84.1	83.6	85.6	
Gap		*-34.1*	*-34.6*	*-31.0*	*-32.4*	*-33.6*	*-1*
Hispanic		38.3	45.2	53.1	51.2	52.0	

St. Paul
Minnesota Comprehensive Assessment (MCA)-Math
Percent Passing

	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
African American		6.6	9.4	13.8	19.1	19.3	
Gap		*-28.1*	*-31.3*	*-35.0*	*-34.1*	*-33.5*	*5*
White		34.7	40.7	48.8	53.1	52.8	
Gap		*-24.8*	*-24.8*	*-28.0*	*-23.7*	*-32.4*	*8*
Hispanic		9.9	15.9	20.8	29.5	20.5	
Minnesota	3						
African American		8.2	11.2	15.2	19.8	19.1	
Gap		*-31.2*	*-36.1*	*-36.7*	*-38.8*	*-34.4*	*3*
White		39.4	47.4	51.9	58.6	53.5	
Gap		*-25.8*	*-28.6*	*-30.6*	*-33.1*	*-31.7*	*6*
Hispanic		13.6	18.7	21.3	25.5	21.8	
St. Paul	5						
African American		3.4	4.7	8.8	12.8	14.9	
Gap		*-25.4*	*-30.4*	*-35.0*	*-36.9*	*-37.5*	*12*
White		28.8	35.0	43.8	49.8	52.4	
Gap		*-18.0*	*-25.1*	*-27.9*	*-32.3*	*-28.6*	*11*
Hispanic		10.8	9.9	15.9	17.5	23.8	
Minnesota	5						
African American		6.6	7.8	12.7	16.5	18.3	
Gap		*-28.0*	*-32.8*	*-38.1*	*-40.1*	*-40.8*	*13*
White		34.5	40.6	50.8	56.7	59.1	
Gap		*-23.5*	*-27.8*	*-32.0*	*-33.8*	*-34.7*	*11*
Hispanic		11.0	12.8	18.8	22.8	24.3	

Minnesota Basic Skills Test (MBST)-Math
Percent Passing

St. Paul	8						
African American		17.6	22.0	24.3	26.2	25.7	
Gap		*-40.9*	*-39.9*	*-41.0*	*-39.0*	*-42.7*	*2*
White		58.5	61.9	65.3	65.2	68.4	
Gap		*-34.6*	*-32.1*	*-29.0*	*-27.7*	*-29.2*	*-5*
Hispanic		23.9	29.8	36.3	37.5	39	
Minnesota	8						
African American		26.0	26.2	30.6	29.7	33.0	
Gap		*-49.5*	*-48.9*	*-46.0*	*-47.5*	*-47.5*	*-2*
White		75.5	75.1	76.6	77.2	80.5	
Gap		*-38.2*	*-38.1*	*-37.1*	*-36.9*	*-37.6*	*-1*
Hispanic		37.3	37.0	39.5	40.3	42.9	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
FRPL		6.6	10.4	11.3	17.6	16.4	
Gap		*-31.4*	*-31.6*	*-37.3*	*-37.6*	*-37.8*	*6.4*
Non-FRPL		38.0	42.1	48.6	55.2	54.2	
Minnesota	3						
FRPL		18.1	21.5	23.5	28.2	28.1	
Gap		*-25.2*	*-26.8*	*-30.6*	*-30.0*	*-29.9*	*4.7*
Non-FRPL		43.3	48.3	54.1	58.1	58.0	
St. Paul	5						
FRPL		8.5	11.8	14.1	21.0	23.8	
Gap		*-35.0*	*-40.1*	*-39.3*	*-43.4*	*-41.7*	*6.8*
Non-FRPL		43.5	51.9	53.3	64.4	65.5	
Minnesota	5						
FRPL		19.6	24.0	29.2	39.4	40.4	
Gap		*-26.4*	*-29.4*	*-31.9*	*-33.2*	*-33.9*	*7.5*
Non-FRPL		46.0	53.3	61.1	72.5	74.3	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
FRPL		8.5	11.4	17.1	25.0	20.3	
Gap		*-30.9*	*-33.3*	*-33.4*	*-29.7*	*-35.4*	*4.5*
Non-FRPL		39.4	44.7	50.6	54.6	55.7	
Minnesota	3						
FRPL		17.7	23.6	26.8	32.9	29.0	
Gap		*-25.6*	*-27.0*	*-28.5*	*-28.5*	*-27.5*	*1.9*
Non-FRPL		43.3	50.6	55.3	61.4	56.5	
St. Paul	5						
FRPL		5.9	7.0	12.2	16.3	19.8	
Gap		*-27.9*	*-34.5*	*-36.2*	*-34.9*	*-36.1*	*8.2*
Non-FRPL		33.8	41.5	48.4	51.1	55.9	
Minnesota	5						
FRPL		14.0	17.7	23.5	28.4	29.9	
Gap		*-24.3*	*-26.5*	*-31.2*	*-31.4*	*-32.8*	*8.5*
Non-FRPL		38.2	44.2	54.7	59.8	62.7	

Minnesota Basic Skills Test (MBST)
Percent Passing

St. Paul	8						
FRPL		25.9	34.8	43.8	42.3	43.7	
Gap		*-39.7*	*-39.2*	*-34.7*	*-37.6*	*-37.7*	*-2.0*
Non-FRPL		65.5	74.1	78.5	79.8	81.3	
Minnesota	8						
FRPL		45.6	53.2	59.6	57.1	59.3	
Gap		*-30.1*	*-29.6*	*-26.9*	*-29.0*	*-28.3*	*-1.8*
Non-FRPL		75.7	82.7	86.4	86.0	87.6	

St. Paul	8						
FRPL		26.2	29.9	34.5	34.4	36.8	
Gap		*-36.6*	*-38.3*	*-35.7*	*-35.8*	*-35.1*	*-1.6*
Non-FRPL		62.8	68.2	70.2	70.2	71.8	
Minnesota	8						
FRPL		48.1	46.9	49.3	47.8	51.7	
Gap		*-30.4*	*-31.4*	*-30.1*	*-32.2*	*-31.2*	*0.8*
Non-FRPL		78.5	78.2	79.4	80.0	82.9	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap	Math	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3							St. Paul	3						
LEP		1.5	3.9	3.7	14.7	5.2		LEP		3.8	5.2	11.3	27.2	14.9	
Gap		*-20.3*	*-24.0*	*-29.5*	*-24.1*	*-33.0*	*12.6*	*Gap*		*-19.6*	*-24.3*	*-25.0*	*-11.7*	*-23.4*	*3.8*
Non-LEP		21.8	27.8	33.2	38.8	38.2		Non-LEP		23.4	29.4	36.3	38.9	38.3	
Minnesota	3							Minnesota	3						
LEP		4.5	7.3	6.1	12.6	10.4		LEP		6.6	9.7	12.5	22.1	16.6	
Gap		*-32.3*	*-34.4*	*-40.8*	*-38.9*	*-41.3*	*8.9*	*Gap*		*-30.0*	*-34.4*	*-36.0*	*-32.8*	*-33.8*	*3.8*
Non-LEP		36.8	41.7	46.9	51.6	51.7		Non-LEP		36.6	44.0	48.5	54.9	50.4	
St. Paul	5							St. Paul	5						
LEP		2.6	3.0	4.2	17.8	8.7		LEP		2.2	2.4	8.4	16.5	11.4	
Gap		*-22.7*	*-30.2*	*-33.3*	*-28.0*	*-39.6*	*17.0*	*Gap*		*-16.7*	*-21.8*	*-23.1*	*-17.9*	*-27.5*	*10.8*
Non-LEP		25.2	33.2	37.4	45.7	48.3		Non-LEP		18.9	24.2	31.5	34.4	38.9	
Minnesota	5							Minnesota	5						
LEP		4.3	5.4	7.2	16.5	15.1		LEP		4.2	4.7	9.5	14.6	14.6	
Gap		*-35.3*	*-41.0*	*-46.9*	*-49.3*	*-52.0*	*16.7*	*Gap*		*-28.0*	*-33.1*	*-37.9*	*-38.4*	*-40.6*	*12.6*
Non-LEP		39.6	46.4	54.0	65.8	67.1		Non-LEP		32.2	37.8	47.5	53.0	55.2	

Minnesota Basic Skills Test (MBST)
Percent Passing

St. Paul	8							St. Paul	8						
LEP		11.5	17.0	30.0	41.0	32.9	*-1.3*	LEP		15.7	21.7	30.2	39.0	32.9	*-6.5*
Gap		*-36.3*	*-43.6*	*-37.9*	*-22.5*	*-35.1*		*Gap*		*-29.8*	*-30.3*	*-25.1*	*-12.0*	*-23.2*	
Non-LEP		47.8	60.6	67.9	63.4	68.0		Non-LEP		45.5	51.9	55.2	51.0	56.1	
Minnesota	8							Minnesota	8						
LEP		15.8	21.6	30.5	32.0	30.8		LEP		22.5	24.2	31.4	33.1	32.1	
Gap		*-53.8*	*-55.3*	*-51.2*	*-48.9*	*-51.8*	*-2.0*	*Gap*		*-49.7*	*-47.6*	*-42.1*	*-40.7*	*-44.8*	*-4.9*
Non-LEP		69.6	76.9	81.7	80.9	82.6		Non-LEP		72.2	71.8	73.5	73.8	76.9	

St. Paul
Minnesota Comprehensive Assessment (MCA)
Percent Scoring Level III and IV

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
Special Education		4.3	7.6	9.0	11.4	10.9	
Gap		*-12.4*	*-14.2*	*-15.4*	*-20.3*	*-18.4*	*6.1*
Regular Education		16.6	21.8	24.5	31.8	29.3	
Minnesota	3						
Special Education		12.4	15.3	17.5	21.4	21.9	
Gap		*-25.9*	*-27.9*	*-30.6*	*-31.0*	*-30.1*	*4.3*
Regular Education		38.3	43.1	48.1	52.4	52.1	
St. Paul	5						
Special Education		2.9	6.8	7.8	13.1	13.8	
Gap		*-19.0*	*-20.8*	*-22.4*	*-25.5*	*-26.1*	*7.1*
Regular Education		21.9	27.6	30.2	38.6	39.9	
Minnesota	5						
Special Education		12.0	15.0	20.4	28.7	29.2	
Gap		*-30.3*	*-34.3*	*-36.3*	*-39.5*	*-40.1*	*9.8*
Regular Education		42.3	49.3	56.6	68.1	69.2	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	3						
Special Education		5.2	9.1	13.2	14.8	11.2	
Gap		*-13.3*	*-14.1*	*-16.0*	*-22.0*	*-21.7*	*8.4*
Regular Education		18.5	23.2	29.2	36.8	32.9	
Minnesota	3						
Special Education		14.2	19.5	22.0	26.3	23.5	
Gap		*-23.9*	*-25.7*	*-27.6*	*-29.9*	*-27.6*	*3.7*
Regular Education		38.0	45.2	49.6	56.1	51.1	
St. Paul	5						
Special Education		2.7	5.4	6.4	9.9	10.4	
Gap		*-13.7*	*-14.9*	*-20.7*	*-20.5*	*-23.6*	*9.8*
Regular Education		16.4	20.3	27.1	30.4	34.0	
Minnesota	5						
Special Education		10.5	13.5	19.1	21.9	23.0	
Gap		*-23.8*	*-26.5*	*-30.7*	*-33.3*	*-34.2*	*10.4*
Regular Education		34.3	40.0	49.8	55.1	57.3	

Minnesota Basic Skills Test (MBST)
Percent Passing

Reading	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	8						
Special Education		11.5	13.7	19.6	18.3	19.3	
Gap		*-32.7*	*-41.0*	*-42.7*	*-42.9*	*-42.8*	*10.1*
Regular Education		44.2	54.6	62.3	61.2	62.1	
Minnesota	8						
Special Education		24.9	32.7	39.0	36.7	40.3	
Gap		*-48.9*	*-48.3*	*-46.8*	*-48.2*	*-45.5*	*-3.4*
Regular Education		73.8	81.0	85.8	84.9	85.8	

Math	Grade	1998	1999	2000	2001	2002	Change in Gap
St. Paul	8						
Special Education		10.1	10.9	12.7	13.9	13.5	
Gap		*-33.4*	*-38.0*	*-40.2*	*-38.0*	*-40.4*	*7.0*
Regular Education		43.5	49.0	52.9	51.9	54.0	
Minnesota	8						
Special Education		26.8	27.0	28.7	30.1	33.1	
Gap		*-49.8*	*-49.2*	*-49.6*	*-48.0*	*-47.5*	*-2.3*
Regular Education		76.6	76.2	78.3	78.1	80.6	

DISTRICT TOLEDO
STATE OHIO

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Ohio Proficiency Tests**	**First Year Reported**	**1996**
Grades Tested	**4, 6, 9, & 12**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	TOLEDO		OHIO	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	39,193	37,738	1,836,015	1,835,049
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	53.2	NA	26.3
Percent of Students with IEPs	4.7	15.8	3.7	12.5
Percent English Language Learners	NA	NA	NA	NA
Percent African American	43.7	46.1	15.3	16.3
Percent Hispanic	6.2	6.7	1.4	1.7
Percent White	49.3	45.7	82.2	80.7
Percent Other	0.9	0.7	1.1	1.3
Number of FTE Teachers	2,512	2,816	107,347	118,361
Student-Teacher Ratio	15.6	13.4	17.1	15.5
Number of Schools	64	66	3,865	3,916
Current Expenditures Per Pupil [2]	$6,154	$7,120	$5,669	$6,627
Toledo as a Percentage of Ohio's Public Schools			**1995-96**	**2000-01**
Percent of Students			2.1	2.1
Percent of FRPL			NA	4.1
Percent of IEPs			2.7	2.6
Percent of ELLs			NA	0.3
Percent of Schools			1.7	1.7
Percent of Teachers			2.3	2.4
Percent of State Revenue [3]			2.6	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Toledo
State Proficiency Test
Percent At or Above the Proficient Level

	Grade	1996	1997	1998	1999	2000	2001	2002	Annualized Change
Reading									
Toledo	4	28.7	33.4	23.6	37.2	34.5	29.1	41.2	2.1
Ohio	4	45.6	51.7	47.1	59.2	58.2	56.0	67.7	3.7
Toledo	6	23.8	30.5	29.9	35.4	34.6	35.7	33.4	1.6
Ohio	6	43.2	45.8	52.6	52.1	53.2	58.3	58.2	2.5
Toledo	9	71.1	74.2	76.7	81.1	76.8	80.6	82.0	1.8
Ohio	9	85.3	86.1	86.6	88.7	89.1	90.5	91.6	1.1
Toledo	12	55.1	52.2	45.1	48.7	40.1	48.1	NA	NA
Ohio	12	67.9	68.2	66.7	68.6	65.9	74.1	NA	NA
Math									
Toledo	4	25.2	19.5	20.1	27.4	24.4	32.6	33.9	1.5
Ohio	4	44.4	39.3	41.7	50.6	48.9	59.4	62.9	3.1
Toledo	6	21.8	30.3	23.5	31.4	33.4	34.6	38.4	2.8
Ohio	6	44.4	49.7	46.9	51.4	54.4	61.1	61.7	2.9
Toledo	9	33.4	38.3	39.4	44.0	43.9	46.6	45.2	2.0
Ohio	9	64.1	64.5	65.0	68.8	70.4	72.5	73.5	1.6
Toledo	12	29.1	28.5	28.3	29.1	33.9	34.8	NA	NA
Ohio	12	47.9	47.4	50.1	53.8	59.0	61.9	NA	NA

DISTRICT TUCSON
STATE ARIZONA

STATE READING AND MATH ASSESSMENTS			
State Assessment	**Arizona Instrument to Measure Standards (AIMS)**	**First Year Reported**	**1997**
Grades Tested	**2-9**	**How Reported**	**National Percentiles**

DEMOGRAPHICS [1]	TUCSON		ARIZONA	
	1995-96	**2000-01**	**1995-96**	**2000-01**
Number of Students	62,317	61,869	743,566	877,696
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	59.0*	NA	NA
Percent of Students with IEPs	9.6	11.2	9.7	10.2
Percent English Language Learners	10.4*	11.6	NA	15.0
Percent African American	6.5	6.7	4.3	4.6
Percent Hispanic	41.0	45.3	30.0	33.9
Percent White	46.5	41.5	56.9	52.8
Percent Other	6.0	6.4	8.9	8.7
Number of FTE Teachers	3,179	3,446	38,017	44,438
Student-Teacher Ratio	19.6	17.1	19.6	19.8
Number of Schools	110	123	1,133	1,724
Current Expenditures Per Pupil [2]	$4,433	$5,051	$4,476	$4,672

Tucson as a Percentage of Arizona's Public Schools	**1995-96**	**2000-01**
Percent of Students	8.4	7.0
Percent of FRPL	NA	NA
Percent of IEPs	8.3	7.7
Percent of ELLs	NA	5.4
Percent of Schools	9.7	7.1
Percent of Teachers	8.4	7.8
Percent of State Revenue [3]	8.4	8.0

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Tucson
SAT/9-Reading
National Percentiles

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change in NCEs
Tucson	2	NA	NA	48	43	46	46	-0.3
Arizona	2	NA	NA	50	52	53	57	1.2
Tucson	3	41	45	45	44	46	43	0.2
Arizona	3	44	47	47	48	50	50	0.6
Tucson	4	49	49	52	48	52	47	-0.2
Arizona	4	52	53	54	54	55	55	0.3
Tucson	5	47	47	48	48	47	47	0.0
Arizona	5	50	51	51	51	51	53	0.3
Tucson	6	48	48	47	45	51	46	-0.2
Arizona	6	52	53	54	53	54	56	0.4
Tucson	7	49	48	49	46	48	49	0.0
Arizona	7	52	52	53	52	53	55	0.3
Tucson	8	53	51	51	49	52	52	-0.1
Arizona	8	54	54	54	53	55	56	0.2
Tucson	9	42	43	42	43	40	41	-0.1
Arizona	9	43	44	43	43	43	43	-0.1

Tucson
SAT/9-Math
National Percentiles

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change in NCEs
Tucson	2	NA	NA	50	44	48	50	0.0
Arizona	2	NA	NA	51	55	57	61	1.8
Tucson	3	34	41	41	43	44	45	1.2
Arizona	3	41	46	49	52	54	56	1.4
Tucson	4	40	43	47	44	50	47	0.7
Arizona	4	48	51	54	55	57	58	1.0
Tucson	5	40	44	45	48	46	48	0.8
Arizona	5	47	51	54	55	57	59	1.3
Tucson	6	48	49	50	49	54	49	0.1
Arizona	6	54	57	59	60	63	65	1.2
Tucson	7	45	46	47	47	50	50	0.5
Arizona	7	50	53	55	56	58	60	1.1
Tucson	8	48	48	50	50	52	54	0.6
Arizona	8	50	52	54	56	58	59	1.0
Tucson	9	54	57	55	59	59	59	0.5
Arizona	9	54	57	57	59	61	62	0.9

Tucson
SAT/9
Normal Curve Equivalents

	Grade	1997	1998	1999	2000	2001	2002	Change in Gap
Reading	3							
African American		39.8	40.5	41.5	40.9	42.7	42.3	
Gap		*-12.4*	*-13.6*	*-12.6*	*-11.6*	*-12.0*	*-12.7*	*0.3*
White		52.2	54.1	54.1	52.5	54.7	55.0	
Gap		*-14.4*	*-13.6*	*-12.4*	*-11.1*	*-12.1*	*-14.0*	*-0.4*
Hispanic		37.8	40.5	41.7	41.4	42.9	41.0	
	5							
African American		42.5	43.9	44.2	43.4	44.0	45.3	
Gap		*-14.6*	*-13.7*	*-13.8*	*-15.6*	*-13.0*	*-12.5*	*-2.1*
White		57.1	57.6	58.0	59.0	57.0	57.8	
Gap		*-17.6*	*-17.6*	*-17.3*	*-17.8*	*-15.1*	*-15.5*	*-2.1*
Hispanic		39.5	40.0	40.7	41.2	41.9	42.3	
	8							
African American		45.9	45.7	46.1	42.7	48.1	48.2	
Gap		*-12.9*	*-12.6*	*-12.2*	*-14.6*	*-11.1*	*-11.8*	*-1.1*
White		58.8	58.3	58.3	57.3	59.2	60.0	
Gap		*-15.8*	*-15.4*	*-15.2*	*-15.2*	*-15.9*	*-15.7*	*-0.1*
Hispanic		43.0	42.9	43.1	42.1	43.3	44.3	
Math								
	3							
African American		35.2	38.0	38.8	39.5	40.5	41.1	
Gap		*-12.4*	*-13.7*	*-12.8*	*-12.1*	*-12.8*	*-14.1*	*1.7*
White		47.6	51.7	51.6	51.6	53.3	55.2	
Gap		*-12.5*	*-13.1*	*-11.8*	*-9.9*	*-11.6*	*-12.8*	*0.3*
Hispanic		35.1	38.6	39.8	41.7	41.7	42.4	
	5							
African American		35.8	39.4	42.1	42.8	41.9	43.6	
Gap		*-17.3*	*-15.4*	*-13.8*	*-15.0*	*-14.1*	*-13.8*	*-3.5*
White		53.1	54.8	55.9	57.8	56.0	57.4	
Gap		*-16.1*	*-16.1*	*-16.0*	*-16.5*	*-13.7*	*-13.7*	*-2.4*
Hispanic		37.0	38.7	39.9	41.3	42.3	43.7	
	8							
African American		41.6	41.9	43.4	43.9	46.4	46.4	
Gap		*-14.5*	*-14.3*	*-14.3*	*-13.5*	*-11.8*	*-12.9*	*-1.6*
White		56.1	56.2	57.7	57.4	58.2	59.3	
Gap		*-14.8*	*-14.8*	*-14.8*	*-14.4*	*-13.5*	*-13.1*	*-1.7*
Hispanic		41.3	41.4	42.9	43.0	44.7	46.2	

DISTRICT WASHINGTON D.C.

READING AND MATH ASSESSMENTS			
Assessment	**Stanford Achievement Test, Ninth Edition (SAT/9)**	**First Year Reported**	**1997**
Grades Tested	**1-11**	**How Reported**	**Performance Level**

DEMOGRAPHICS [1]	WASHINGTON D.C.	
	1995-96	2000-01
Number of Students	79,802	68,925
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.0*
Percent of Students with IEPs	8.9	15.4
Percent English Language Learners	6.1*	12.5
Percent African American	87.6	84.6
Percent Hispanic	7.0	9.2
Percent White	4.0	4.5
Percent Other	1.4	1.7
Number of FTE Teachers	5,305	5,044
Student-Teacher Ratio	15.0	13.5
Number of Schools	186	165
Current Expenditures Per Pupil [2]	$8,510	$9,650

NOT APPLICABLE

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2000-2001, "Local Education Agency Universe Survey," 2000-2001, and "National Public Education Financial Survey," 1998-1999, and The Council of the Great City Schools.

[1] Asterisk indicates that NCES data have been replaced with data provided by the school district.

[2] Current expenditure per pupil data for 2000-01 are from the 1999 fiscal year.

[3] Percent of state revenue data for 2000-01 are from the 1999 fiscal year.

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Washington, D.C.
SAT-9
Percent Proficient/Above

	Grade	1997	1998	1999	2000	2001	2002	Annualized Change
Reading								
	1	39	47	42	45	47	51	2.4
	2	20	25	25	28	28	33	2.5
	3	29	32	30	34	30	33	0.8
	4	20	29	28	32	31	34	2.8
	5	20	25	24	26	25	26	1.3
	6	26	29	26	32	29	29	0.6
	7	NA	22	23	26	25	26	1.0
	8	22	30	28	30	31	28	1.2
	9	NA	14	16	15	19	17	0.9
	10	16	15	13	16	15	15	-0.2
	11	14	14	13	12	15	15	0.2
Math								
	1	NA	45	39	49	50	53	2.0
	2	NA	29	29	37	37	42	3.2
	3	25	30	25	35	33	35	2.0
	4	NA	25	26	33	32	35	2.6
	5	NA	18	21	25	26	27	2.3
	6	17	22	20	30	26	26	1.8
	7	NA	10	10	14	13	14	0.9
	8	9	12	11	15	15	15	1.2
	9	NA	11	11	14	15	15	0.9
	10	3	4	5	9	8	6	0.6
	11	NA	12	10	10	11	9	-0.7

DATA SOURCES

State Reading and Math Assessments

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

Grades Tested

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

First Year Reported

Source: State and District accountability reports, State website

Notes: Baseline year of current test. Trend line may be different for different tests.

How Reported

Source: State and District accountability reports, State website

Notes: States reported data in scale scores, percent above a specified cutoff, percent at or above a performance level, Normal Curve Equivalents or National Percentiles.

Demographics

Source: U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1995-96*, NCES 98-214, by Beth Aronstamm Young, Washington DC: 1998.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 2000-01*, NCES 2000-351, by Beth Aronstamm Young, Washington DC: 2002.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 1997*, NCES 98-015, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1997.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 1998*, NCES 1999-036, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1999

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 2000*, NCES 2001-034, by Thomas D. Snyder. and Charlene M. Hoffman. Washington DC: 2001.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 2001*, NCES 2002-130, by Thomas D. Snyder. and Charlene M. Hoffman. Washington DC: 2002.

U.S. Department of Education. National Center for Educational Statistics, Common Core of data. Public Elementary/Secondary School Universe Survey, 2000-01, and Local Education Agency Universe Survey, 2000-01.

Notes: State and district data were not both reported in free priced lunch or free and reduced price lunch for 1995-96 or 1998-99. Current Expenditures Per Pupil data for the 2000-01 school year is from the 1999 fiscal year

CALCULATIONS

Annualized Change

$$\text{Annualized Change} = \frac{\text{(Data from most recent school year - Baseline year)}}{\text{Number of years-1}}$$

Achievement Gaps

African American/White Achievement Gap = African American –White

Hispanic/White Gap = Hispanic-White

Change of Achievement Gaps

Change in Gap = Achievement Gap for the Baseline year – Most current year

Notes: A negative change indicates that the gap is closing. The larger the negative number, the more the gap has closed.

APPENDICES

APPENDIX A: Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

APPENDIX B: Districts Contributing to N Counts

APPENDIX C: Grades Tested by District: Mathematics

APPENDIX D: Grades Tested by District: Reading

Appendix A. Normal Curve Equivalents (NCE) Corresponding to Percentile Ranks

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.2	57	53.7	82	69.3
8	20.4	33	40.7	58	54.3	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.7	67	59.3	92	79.6
18	30.7	43	46.3	68	59.8	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		

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Appendix B. Districts Contributing to N Counts

Figure Number	1				2			3	4	
Grade Level										
District	a	b	c	d	a	b	e	See App. C	f	g
Albuquerque	x		x		x		x			
Anchorage	x	x	x	x	x	x	x			
Atlanta	x	x	x	x	x	x	x		x	x
Austin	x	x	x	x	x	x	x		x	x
Baltimore	x	x	x	x	x	x	x		x	x
Birmingham	x	x	x	x	x	x	x			
Boston	x	x	x	x	x	x	x			
Broward	x	x	x	x	x	x	x		x	x
Buffalo	x	x	x	x	x	x	x			
Charlotte-Mecklenburg	x	x	x	x	x	x	x		x	x
Chicago	x	x	x	x	x	x	x			
Clark County	x	x	x	x	x	x	x			
Cleveland	x	x	x	x	x	x	x			
Columbus	x	x	x	x	x	x	x			
Dallas	x	x	x	x	x	x	x		x	x
Dayton	x	x	x	x	x	x	x			
Denver	x	x	x	x	x	x	x			
Des Moines	x		x		x		x			
Detroit	x	x	x	x	x	x	x			
Duval County	x	x	x	x	x	x	x		x	x
Fort Worth	x	x	x	x	x	x	x		x	x
Fresno	x	x	x	x	x	x	x		x	x
Greensboro	x	x	x	x	x	x	x		x	x
Greenville	x	x	x	x	x	x	x			
Hillsborough County	x	x	x	x	x	x	x		x	x
Houston	x	x	x	x	x	x	x		x	x
Indianapolis	x	x	x	x	x	x	x			
Jefferson County	x	x	x	x	x	x	x			
Long Beach	x	x	x	x	x	x	x		x	x
Los Angeles	x	x	x	x	x	x	x		x	x
Memphis	x	x	x	x	x	x	x			
Miami-Dade County	x	x	x	x	x	x	x		x	x
Milwaukee	x	x	x	x	x	x	x		x	x
Minneapolis	x	x	x	x	x	x	x		x	x
Nashville	x	x	x	x	x	x	x			
Newark	x	x	x	x	x	x	x			
New Orleans	x	x	x	x	x	x	x			
New York	x	x	x	x	x	x	x			
Norfolk	x	x	x	x	x	x	x			
Oakland	x	x	x	x	x	x	x		x	x
Oklahoma City	x	x	x	x	x	x	x			
Omaha	x		x		x		x			
Orange County	x	x	x	x	x	x	x		x	x
Philadelphia	x	x	x	x	x	x	x			
Pittsburgh	x	x	x	x	x	x	x			
Portland	x	x	x	x	x	x	x			
Providence	x	x	x	x	x	x	x			
Richmond	x	x	x	x	x	x	x			
Rochester	x	x	x	x	x	x	x			
Sacramento	x	x	x	x	x	x	x		x	x
Salt Lake City	x	x	x	x	x	x	x			
San Diego	x	x	x	x	x	x	x		x	x
San Francisco	x	x	x	x	x	x	x		x	x
Seattle	x	x	x	x	x	x	x		x	x
St. Louis	x	x	x	x	x	x	x			
St. Paul	x	x	x	x	x	x	x		x	x
Toledo	x	x	x	x	x	x	x			
Tucson	x	x	x	x	x	x	x		x	x
Washington, DC	x		x		x		x			
Total Districts	59	55	59	55	59	55	59		25	25

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners
j = Economically Disadvantaged

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Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	5						6		7			8			
Grade Level	4th		8th		10th										
District	f	g	f	g	f	g	f	g	j	i	h	a	b	c	d
Albuquerque												x		x	
Anchorage												x	x	x	x
Atlanta	x	x	x	x			x	x			x	x	x	x	x
Austin	x	x	x	x	x	x	x	x				x	x	x	x
Baltimore			x	x			x	x				x	x	x	x
Birmingham												x	x	x	x
Boston												x	x	x	x
Broward			x	x	x	x	x	x				x	x	x	x
Buffalo												x	x	x	x
Charlotte	x	x	x	x			x	x	x	x	x	x	x	x	x
Chicago												x	x	x	x
Clark County												x	x	x	x
Cleveland												x	x	x	x
Columbus												x	x	x	x
Dallas	x	x	x	x	x	x	x	x				x	x	x	x
Dayton												x	x	x	x
Denver												x	x	x	x
Des Moines												x		x	
Detroit												x	x	x	x
Duval County			x	x	x	x	x	x				x	x	x	x
Fort Worth	x	x	x	x	x	x	x	x				x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x			x	x	x	x	x	x	x	x	x
Greenville												x	x	x	x
Hillsborough			x	x	x	x	x	x				x	x	x	x
Houston	x	x	x	x	x	x	x	x				x	x	x	x
Indianapolis												x	x	x	x
Jefferson County												x	x	x	x
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Memphis												x	x	x	x
Miami			x	x	x	x	x	x				x	x	x	x
Milwaukee	x	x	x	x	x	x	x	x				x	x	x	x
Minneapolis			x	x			x	x	x	x	x	x	x	x	x
Nashville												x	x	x	x
Newark												x	x	x	x
New Orleans												x	x	x	x
New York												x	x	x	x
Norfolk												x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Oklahoma City												x	x	x	x
Omaha												x		x	
Orange			x	x	x	x	x	x				x	x	x	x
Philadelphia												x	x	x	x
Pittsburgh												x	x	x	x
Portland												x	x	x	x
Providence												x	x	x	x
Richmond												x	x	x	x
Rochester												x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Salt Lake City												x	x	x	x
San Diego	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Seattle	x	x			x	x	x	x				x	x	x	x
St. Louis												x	x	x	x
St. Paul			x	x			x	x	x	x	x	x	x	x	x
Toledo												x	x	x	x
Tucson			x	x			x	x				x	x	x	x
Washington, DC												x		x	
Total Districts	16	16	24	24	18	18	25	25	11	11	12	50	55	50	55

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners
j = Economically Disadvantaged

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Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	9			10	11		12					
Grade Level							4th		8th		10th	
District	a	b	c	See App. D	f	g	f	g	f	g	f	g
Albuquerque	x		x									
Anchorage	x	x	x									
Atlanta	x	x	x		x	x	x	x	x	x		
Austin	x	x	x		x	x	x	x	x	x	x	x
Baltimore	x	x	x		x	x			x	x		
Birmingham	x	x	x									
Boston	x	x	x									
Broward	x	x	x		x	x	x	x	x	x	x	x
Buffalo	x	x	x									
Charlotte-Mecklenburg	x	x	x		x	x	x	x	x	x		
Chicago	x	x	x									
Clark County	x	x	x									
Cleveland	x	x	x									
Columbus	x	x	x									
Dallas	x	x	x		x	x	x	x	x	x	x	x
Dayton	x	x	x									
Denver	x	x	x		x	x						
Des Moines	x		x									
Detroit	x	x	x									
Duval County	x	x	x		x	x	x	x	x	x	x	x
Fort Worth	x	x	x		x	x	x	x	x	x	x	x
Fresno	x	x	x		x	x	x	x	x	x	x	x
Greensboro	x	x	x		x	x	x	x	x	x		
Greenville	x	x	x									
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x
Houston	x	x	x		x	x	x	x	x	x	x	x
Indianapolis	x	x	x									
Jefferson County	x	x	x									
Long Beach	x	x	x		x	x	x	x	x	x	x	x
Los Angeles	x	x	x		x	x	x	x	x	x	x	x
Memphis	x	x	x									
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x
Milwaukee	x	x	x		x	x	x	x	x	x	x	x
Minneapolis	x	x	x		x	x			x	x		
Nashville	x	x	x									
Newark	x	x	x									
New Orleans	x	x	x									
New York	x	x	x									
Norfolk	x	x	x									
Oakland	x	x	x		x	x	x	x	x	x	x	x
Oklahoma City	x	x	x									
Omaha	x		x									
Orange County	x	x	x		x	x	x	x	x	x	x	x
Philadelphia	x	x	x									
Pittsburgh	x	x	x									
Portland	x	x	x									
Providence	x	x	x									
Richmond	x	x	x									
Rochester	x	x	x									
Sacramento	x	x	x		x	x	x	x	x	x	x	x
Salt Lake City	x	x	x									
San Diego	x	x	x		x	x	x	x	x	x	x	x
San Francisco	x	x	x		x	x	x	x	x	x	x	x
Seattle	x	x	x		x	x	x	x			x	x
St. Louis	x	x	x									
St. Paul	x	x	x		x	x			x	x		
Toledo	x	x	x									
Tucson	x	x	x		x	x			x	x		
Washington, DC	x		x									
Total Districts	59	55	59		26	26	21	21	24	24	18	18

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners
j = Economically Disadvantaged

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Appendix B. Districts Contributing to N Counts (Continued)

Figure Number	13		14			15	16	17		18	19	20	21
Grade Level													
District	f	g	j	i	b			h	i				
Albuquerque						x	x	x	x	x	x	x	x
Anchorage						x	x	x	x	x	x	x	x
Atlanta	x	x			x	x	x	x	x	x	x	x	x
Austin	x	x				x	x	x	x	x	x	x	x
Baltimore	x	x				x	x	x	x	x	x	x	x
Birmingham						x	x	x	x	x	x	x	x
Boston						x	x	x	x	x	x	x	x
Broward	x	x				x	x	x	x	x	x	x	x
Buffalo						x	x	x	x	x	x	x	x
Charlotte-Mecklenburg	x	x	x	x	x	x	x	x	x	x	x	x	x
Chicago						x	x	x	x	x	x	x	x
Clark County						x	x	x	x	x	x	x	x
Cleveland						x	x	x		x	x	x	x
Columbus						x	x	x		x	x	x	x
Dallas	x	x				x	x	x	x	x	x	x	x
Dayton						x	x	x		x	x	x	x
Denver	x	x				x	x	x	x	x	x	x	x
Des Moines						x	x	x	x	x	x	x	x
Detroit						x	x	x	x	x	x	x	x
Duval County	x	x				x	x	x	x	x	x	x	x
Fort Worth	x	x				x	x	x	x	x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x	x	x	x	x	x	x	x	x	x
Greenville						x	x	x	x	x	x	x	x
Hillsborough County	x	x				x	x	x	x	x	x	x	x
Houston	x	x				x	x	x	x	x	x	x	x
Indianapolis						x	x	x	x	x	x	x	x
Jefferson County						x	x	x	x	x	x	x	x
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x	x
Memphis						x	x	x	x	x	x	x	x
Miami-Dade County	x	x				x	x	x	x	x	x	x	x
Milwaukee	x	x				x	x	x	x	x	x	x	x
Minneapolis	x	x	x	x	x	x	x	x	x	x	x	x	x
Nashville						x	x	x	x	x	x	x	x
Newark						x	x	x	x	x	x	x	x
New Orleans						x	x	x	x	x	x	x	x
New York						x	x	x	x	x	x	x	x
Norfolk						x	x	x	x	x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x	x	x	x
Oklahoma City						x	x	x	x	x	x	x	x
Omaha						x	x	x	x	x	x	x	x
Orange County	x	x				x	x	x	x	x	x	x	x
Philadelphia						x	x	x	x	x	x	x	x
Pittsburgh						x	x	x		x	x	x	x
Portland						x	x	x	x	x	x	x	x
Providence						x	x	x	x	x	x	x	x
Richmond						x	x	x	x	x	x	x	x
Rochester						x	x	x	x	x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x	x
Salt Lake City						x	x	x	x	x	x	x	x
San Diego	x	x	x	x	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x	x
Seattle	x	x				x	x	x	x	x	x	x	x
St. Louis						x	x	x	x	x	x	x	x
St. Paul	x	x	x	x	x	x	x	x	x	x	x	x	x
Toledo						x	x	x		x	x	x	x
Tucson	x	x				x	x	x	x	x	x	x	x
Washington, DC						x	x	x	x	x	x	x	x
Total Districts	26	26	11	11	12	59	59	59	54	59	59	59	59

Legend

a = Gains in all grades
b = Gains in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = Grades with declines
f = African American
g = Hispanic
h = Students with IEPs
i = English Language Learners
j = Economically Disadvantaged

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Appendix C. Grades Tested by District: Mathematics

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			X	X	X	X	X	X	X	X		
Anchorage			X			X		X		X		
Atlanta				X		X		X			X	
Austin			X	X	X	X	X	X		X		
Baltimore			X		X			X				
Birmingham			X	X		X		X			X	
Boston				X		X		X		X		
Broward					X			X		X		
Buffalo				X				X				
Charlotte-Mecklenburg			X	X	X	X	X	X				
Chicago			X		X			X				
Clark Cty				X				X		X		
Cleveland				X		X			X			
Columbus				X		X			X			
Dallas			X	X	X	X	X	X		X		
Dayton				X		X			X			
Denver					X			X		X		
Des Moines			X	X		X	X	X				
Detroit				X				X				
Duval County					X			X		X		
Fort Worth			X	X	X	X	X	X		X		
Fresno			X	X	X	X	X	X	X	X	X	
Greensboro			X	X	X	X	X	X				
Greenville			X	X	X	X	X	X				
Hillsborough County					X			X		X		
Houston			X	X	X	X	X	X		X		
Indianapolis			X			X		X		X		
Jefferson County			X		X	X		X	X		X	
Long Beach			X	X	X	X	X	X	X	X	X	
Los Angeles			X	X	X	X	X	X	X	X	X	
Memphis			X	X	X	X	X	X				
Miami-Dade County					X			X		X		
Milwaukee				X				X		X		
Minneapolis			X		X			X				
Nashville			X	X	X	X	X	X				
Newark				X				X				
New Orleans			X	X	X	X	X	X	X	X		
New York				X				X				
Norfolk			X		X			X				
Oakland			X	X	X	X	X	X	X	X	X	
Oklahoma City					X			X				
Omaha		X		X		X		X				
Orange County					X			X		X		
Philadelphia					X			X			X	
Pittsburgh					X			X			X	
Portland			X		X			X		X		
Providence				X				X		X		
Richmond			X		X			X				
Rochester				X				X				
Sacramento			X	X	X	X	X	X	X	X	X	
Salt Lake City			X		X			X			X	
San Diego			X	X	X	X	X	X	X	X	X	
San Francisco			X	X	X	X	X	X	X	X	X	
Seattle			X	X		X	X		X	X		
St. Louis				X				X		X		
St. Paul			X		X			X				
Toledo				X		X			X			
Tucson		X	X	X	X	X	X	X	X			
Washington, DC	X	X	X	X	X	X	X	X	X	X	X	
Total Districts	1	3	34	39	38	33	22	54[1]	17[2]	20	14	0

[1] Detroit tested in grade 8, but there is no trend data. N=53 for trend summary data.

[2] Seattle tested in grade 9, but there is no trend data. N=16 for trend summary data.

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Appendix D. Grades Tested by District: Reading

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque			X	X	X	X	X	X	X	X		
Anchorage			X			X		X		X		
Atlanta				X		X		X			X	
Austin			X	X	X	X	X	X		X		
Baltimore			X		X			X				
Birmingham			X	X	X	X	X	X			X	
Boston			X	X			X			X		
Broward				X				X		X		
Buffalo				X				X				
Charlotte-Mecklenburg			X	X	X	X	X	X				
Chicago			X		X			X				
Clark Cty				X				X		X		
Cleveland				X		X			X			
Columbus				X		X			X			
Dallas			X	X	X	X	X	X		X		
Dayton				X		X			X			
Denver			X	X			X			X		
Des Moines			X	X		X	X	X				
Detroit				X			X					
Duval County				X				X		X		
Fort Worth			X	X	X	X	X	X		X		
Fresno			X	X	X	X	X	X	X	X	X	
Greensboro			X	X	X	X	X	X				
Greenville			X	X	X	X	X	X				
Hillsborough County				X				X		X		
Houston			X	X	X	X	X	X		X		
Indianapolis			X			X		X		X		
Jefferson County			X	X		X	X		X	X		
Long Beach			X	X	X	X	X	X	X	X	X	
Los Angeles			X	X	X	X	X	X	X	X	X	
Memphis			X	X	X	X	X	X				
Miami-Dade County				X				X		X		
Milwaukee			X	X				X		X		
Minneapolis			X		X			X				
Nashville			X	X	X	X	X	X				
Newark				X				X				
New Orleans			X	X	X	X	X	X	X	X		
New York				X				X				
Norfolk			X		X			X				
Oakland			X	X	X	X	X	X	X	X	X	
Oklahoma City					X			X				
Omaha		X		X		X		X				
Orange County				X				X		X		
Philadelphia					X			X			X	
Pittsburgh					X			X			X	
Portland			X		X			X		X		
Providence				X				X		X		
Richmond			X		X			X				
Rochester				X				X				
Sacramento			X	X	X	X	X	X	X	X	X	
Salt Lake City			X		X			X			X	
San Diego			X	X	X	X	X	X	X	X	X	
San Francisco			X	X	X	X	X	X	X	X	X	
Seattle			X	X		X	X		X	X		
St. Louis			X				X				X	
St. Paul			X		X			X				
Toledo				X		X			X			
Tucson		X	X	X	X	X	X	X	X			
Washington, DC	X	X	X	X	X	X	X	X	X	X	X	
Total Districts	1	3	38	45	32	32	28	49	17	29	14	0

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Council Board of Directors and Member Districts 2002-03

School District	Superintendent	Board Representative
Albuquerque Public Schools	Joseph Vigil	Mary Lee Martin
Anchorage School District	Carol Comeau	Jake Metcalfe
Atlanta Public Schools	Beverly Hall	Sadie J. Dennard
Austin Independent School District	Pascal Forgione	Doyle Valdez
Baltimore City Public Schools	Carmen Russo	Patricia L. Welch
Birmingham City Schools	Wayman B. Shiver	Phyllis F. Wyne
Boston Public Schools	Thomas Payzant	Elizabeth Reilinger
Broward County Public Schools	Franklin Till	Judie Budnick
Buffalo City School District	Marion Canedo	Paul Buchanan
Charlotte-Mecklenburg Schools	James Pughsley	Arthur Griffin
Chicago Public Schools	Arne Duncan	Michael W. Scott
Clark County School District	Carlos Garcia	Sheila R. Moulton
Cleveland Municipal School District	Barbara Byrd-Bennett	George F. Dixon
Columbus Public Schools	Gene Harris	Bill Moss
Dallas Independent School District	Mike Moses	Ken Zornes
Dayton Public Schools	Percy A. Mack	L. Anthony Hill
Denver Public Schools	Jerry Wartgow	Elaine Gantz Berman
Des Moines Indep. Community School District	Eric Witherspoon	Margaret Borgen
Detroit Public Schools	Kenneth Stephen Burnley	Frank W. Fountain
District of Columbia Public Schools	Paul Vance	Peggy Cooper Cafritz
Duval County Public Schools	John C. Fryer	Jimmie Johnson
Fort Worth Independent School District	Thomas Tocco	Jesse Martinez
Fresno Unified School District	Santiago Wood	Manuel Nunez
Greenville County School District	William Harner	Tommie E. Reece
Guilford County Schools	Terry Grier	Alan W. Duncan
Hillsborough County School District	Earl Lennard	Candy Olson
Houston Independent School District	Kaye Stripling	Arthur Gaines
Indianapolis Public Schools	Duncan N.P. Pritchett	Marianna R. Zaphiriou
Jefferson County Public Schools	Stephen Daeschner	Ann V. Elmore
Long Beach Unified School District	Christopher A. Steinhauser	Bobbie Smith
Los Angeles Unified School District	Roy Romer	Genethia Hudley-Hayes
Memphis City Public Schools	Johnnie Watson	Michael Hooks
Miami-Dade County Public Schools	Merrett Stierheim	Robert Ingram
Milwaukee Public Schools	William Andrekopoulos	Jeff Spence
Minneapolis Public Schools	Carol Johnson	Judith L. Farmer
Nashville-Davidson Metropolitan Public Schools	Pedro Garcia	George H. Thompson
New Orleans Public Schools	Ollie Tyler	Gail Moore Glapion
New York City Department of Education	Joel Klein	TBD
Newark Public Schools	Marion A. Bolden	Dana Rone
Norfolk Public Schools	John Simpson	Anna G. Dodson
Oakland Unified School District	Dennis Chaconas	Kerry Hamil
Oklahoma City Public Schools	William F Weitzel	Joseph L Clytus
Omaha Public Schools	John J. Mackiel	Mona M. McGregor
Orange County Public Schools	Ronald Blocker	Tim Shea
Philadelphia Public Schools	Paul Vallas	Dorothy Sumners-Rush
Pittsburgh Public Schools	John Thompson	William Isler
Portland Public Schools	Jim Scherzinger	Marc Abrams
Providence Public Schools	Melody Johnson	Gertrude Blakey
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Rochester City School District	Manuel J. Rivera	Bolgen Vargas
Sacramento City Unified School District	James Sweeney	Richard Jennings
Salt Lake City School District	McKell Withers	Clifford Higbee
San Diego Unified School District	Alan Bersin	Katherine Nakamura
San Francisco Unified School District	Arlene Ackerman	Dan Kelly
Seattle Public Schools	Joseph Olchefske	Barbara Schaad-Lamphere
St. Louis Public Schools	Cleveland Hammonds	Paulette McKinney
St. Paul Public Schools	Patricia Harvey	Al Oertwig
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